



JOURNAL

JANUARY-FEBRUARY 1960

PROCLAMATION

City of Detroit . Executive Office

LOUIS C. MIRIANI
Mayor

N. A. E. B. WEEK

October 27-30, 1959

- WHEREAS** The National Association of Educational Broadcasters has taken advantage of the vast potential of radio and television to make educational and cultural opportunities available in millions of homes, and
- WHEREAS** The National Association of Educational Broadcasters holds to the highest ideals of programming, featuring leading scholars, philosophers and scientists--those who put the programs on an adult intellectual level, and
- WHEREAS** The National Association of Educational Broadcasters, through the establishment of workshops, fosters the ideals and actively promotes the exchange of ideas, materials and programs among the educational stations in the United States and other nations:
- THEREFORE,** I, Louis C. Miriani, Mayor of the City of Detroit, welcome the delegates to the 35th Annual Convention of the N. A. E. B. and in their honor proclaim the period of October 27-30 to be

N. A. E. B. WEEK

in Detroit.

Given under my hand and seal
this 27th day of October, 1959.



Louis C. Miriani
Mayor

Convention Issue

This convention issue

... includes papers presented at sectional meetings. Many others were given at the convention, but were not readily available for publication. Speeches from the general sessions were recorded at the convention, and the tapes are available at the usual rates from Bob Underwood, network manager. A few reprints of the speech by RCA President John L. Burns are available at no charge.

1960 Convention
San Francisco
October 18-21



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Will President Eisenhower Help?

Press releases in early December seemed to suggest that action would be taken to correct the nefarious practices revealed by the "quiz show" scandals. Without action, especially that of the FCC and the FTC, there seems little doubt but that television and radio might soon return to their old and accustomed ways. In any event, the "Van Doren affair," if it accomplished nothing else, focused the spotlight on an industry which, in the judgment of many thoughtful persons, had needed attention for a long time.

Robert Lewis Shayon pinpointed some of the problems broadcasting faces today in an excellent article which appeared in the December 5, 1959, issue of *Saturday Review* (page 34). In his judgment the Special Subcommittee on Legislative Oversight halted its hearings too soon. It is the station owner who is responsible for the programs his station carries — not the networks, not the sponsors, not the package producers, and not the advertising agencies. His testimony

might have provided background and also possible suggestions as to needed corrective measures.

Mr. Shayon has little hope that the stations will voluntarily take any serious steps to improve their programs, particularly in the public service field. No matter how well the networks meet their responsibilities in providing high-level public service programs, it is doubtful that, without pressure, the network affiliates will contribute time to such programs when it can be sold.

The Federal Communications Commission, however, does have the power to compel stations to cooperate with the networks in their attempts to improve programs. And it does have the obligation to compare station performance with promise when deciding license renewal applications. The FCC has done neither. And it must do both if it is to meet its responsibilities under the Communications Act of 1934.

Mr. Shayon wonders whether it is not high time that FCC members be "men and women of authentic

intellectual and cultural stature, with proven concern for just those qualities of morality and public responsibility which have been revealed as conspicuously absent from the TV image."

Twenty-five years ago this writer proposed that broadcasting was too important an educational and cultural agency to be regulated by a battery of lawyers. He urged the President to consider this fact in submitting nominations for posts on the Commission. Although this proposal received wide support, especially from educational and cultural groups, no notice seems to have been taken of the suggestion in subsequent appointments to the Commission.

President Eisenhower has indicated great concern over the testimony given to the Special Subcommittee on Legislative Oversight in

the "quiz show" hearings. He cannot but realize that the public, also, has been aroused. Would it not be fitting to suggest to him at this critical time that he give consideration to the intellectual and cultural qualifications of individuals nominated in the future for posts on the Federal Communications Commission? Is there any valid reason why lawyers or technical men should predominate on regulatory bodies? Cannot such legal and technical advice and guidance as is essential to the operation of the FCC be secured from members of its own legal and technical staffs? Should not all of us see to it that our opinions on this subject reach the White House?

TRACY F. TYLER, *Editor*

Projects and Products

a column by Philip Lewis

*Director, Bureau of Instruction Materials
Board of Education, Chicago*

Novel CCTV Techniques Employed By Air Training Command At Lowry Technical Training Center

Lowry's technical training project is unique in that it is the first attempt to teach all of a highly complex technical course by closed-circuit television. The course selected covers basic electronic fundamentals through systems trouble shooting of an electro-mechanical computer, has a student entry that ranges from basic airmen to master sergeant retrainees, and is twenty-four weeks in length. It is representative of the complex type of training the Air Force provides and was therefore selected as an ideal proving ground for television instruction.

For comparison purposes the original classes were organized into fifteen-man groups and matched, according to electronic aptitude test scores and other criteria, with similar groups in controlled conventional classes. Each group was

given three hours of direct instruction and three hours of laboratory practice per day for the entire twenty-four week period. Despite the fact that studio personnel and TV instructors had little experience in the use of television, their students learned more rapidly than students in the control groups. Video classes that followed showed even more impressive gains as experience was accumulated in working with the medium.

ADVANTAGES REPORTED WITH CCTV

Instructor supervisors cite a number of reasons why they believe video teaching is superior to classroom teaching for their particular purposes:

1. Supervision of instructors is easier because there are fewer instructors to supervise. The work of

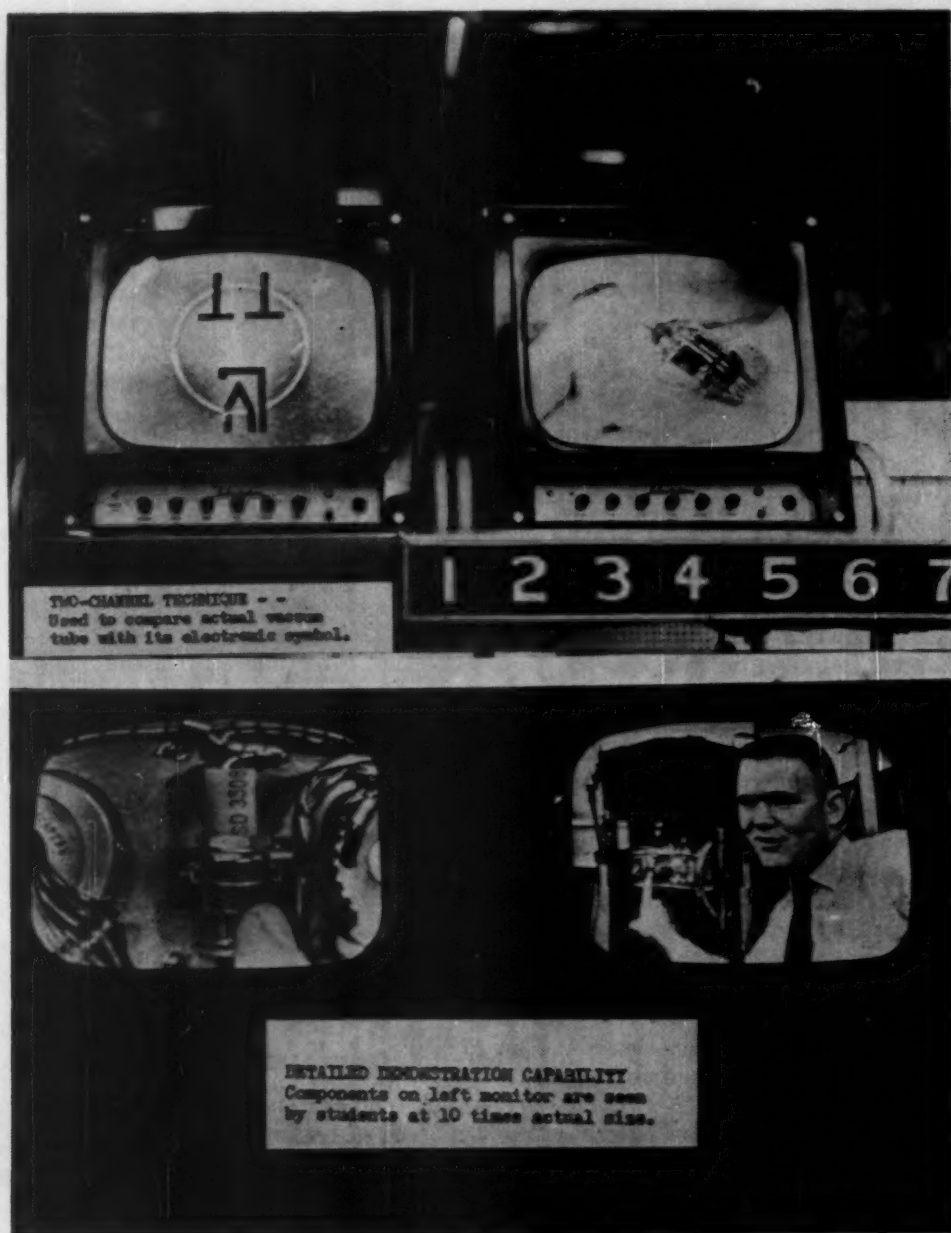


Figure 1
"Stereo" television applications employed at Lowry Technical Training Center.

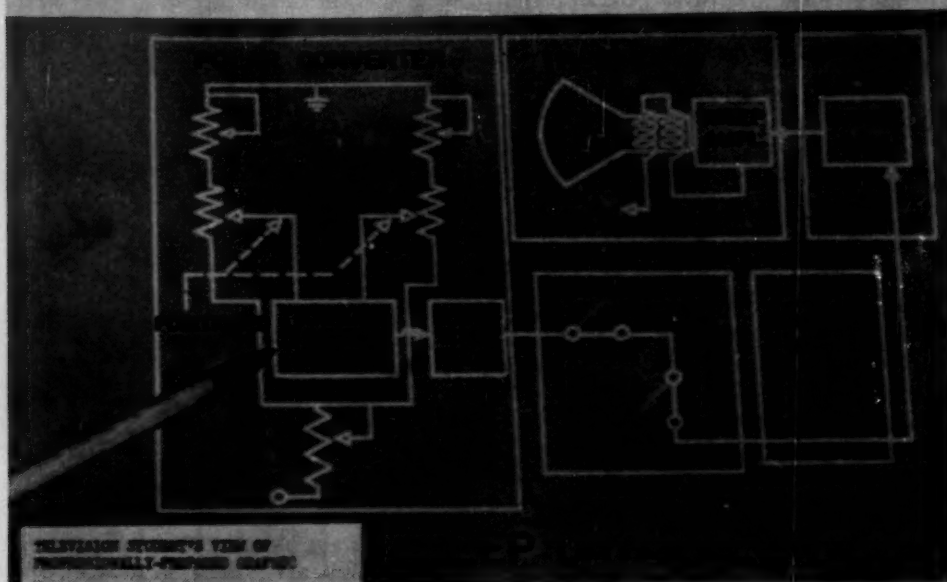
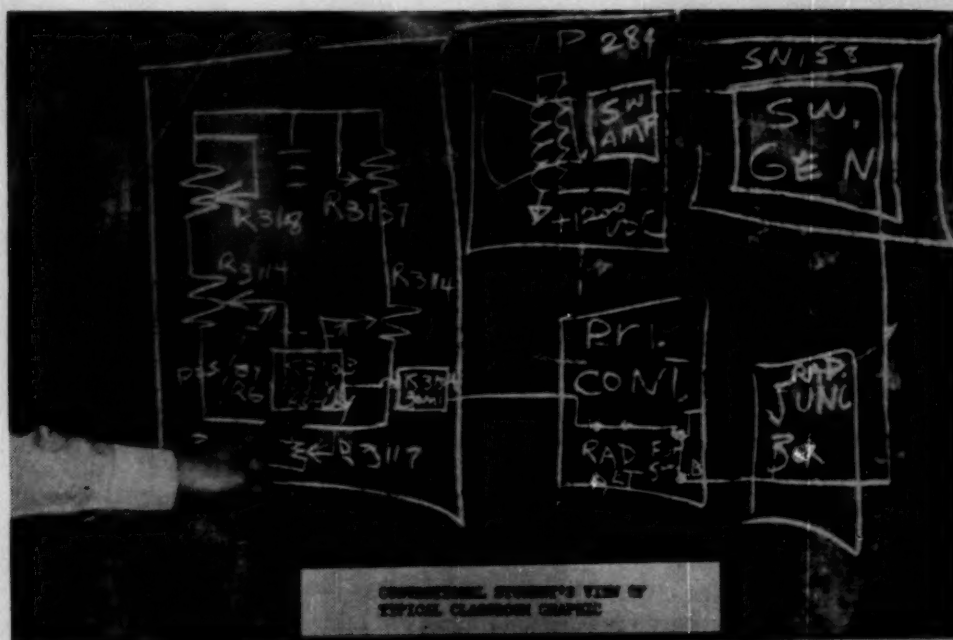


Figure 2

Comparison showing the advantages in clarity and organization of prepared graphics used on television over ordinary chalkboard techniques.

a TV instructor can be observed at any time by merely switching on a television monitor.

2. Television permits maximum use of the best instructors available and standardizes instruction at the highest level.

3. Because each televised lesson is a team effort, improvement of product is a natural outgrowth and each presentation is rehearsed at least twice to correct flaws and achieve a high degree of polish.

4. Since the instructor works from a prepared script (lesson plan) he cannot easily digress from the subject and omit essential parts of the instruction.

5. If he wishes, the instructor may have all or part of a lesson kinescoped and played back to him later for appraisal and subsequent modification of sequences.

6. The production staff is organized to give the instructor effective support in the preparation of materials and in presenting them for greatest impact before the camera.

7. No time is lost in setting up, threading, and disassembling projection equipment when films are used. A fifteen-minute training film can be shown in exactly fifteen minutes and under conditions of normal illumination in the TV classroom.

8. Television is an excellent aid to demonstration because it permits close-up views of minute parts of equipment and allows simultaneous demonstration of equipment and procedures to all students.

TWO VIDEO CHANNELS

As a new departure to further facilitate demonstration, a second video channel is employed. Each class has before it two TV monitors. One is used continuously and the other occasionally (Figure 1). When an instructor wants to show an electronic device and its schematic or wiring diagram at the same time, or a close-up of a small part along with a broader view to orient the small part with the entire item of equipment, the second screen is put into use. This is an improvement over the usual split-screen technique used in commercial telecasting in that it eliminates the need for reducing the size of the image and the two separate views do not have to be repositioned to fit half the picture area.

PREPARED GRAPHICS vs. CHALKBOARD

Use of professionally prepared graphics, rather than chalkboard illustrations (Figure 2), also helps make television teaching more effective. It eliminates the instructor's drawing ability, or lack of it, as a training factor, and he does not have to consume class time to draw diagrams on the board.

Television offers economies in the number of graphics, demonstrators, and other training aids used. In conventional instruction one or more of each training aid is needed for each classroom. With television only one of each item is needed. Furthermore the TV teacher can often use the genuine article instead of a costly oversize mockup that

doesn't actually work. A tiny test meter, for example, can be enlarged to full screen size and shown to an unlimited number of students while it is actually in operation.

DISADVANTAGES REPORTED WITH CCTV

Some items were localized that may be inherent limitations of the medium while others point up the need for changes in approach or technique in the future.

1. The two most frequently voiced objections are that a studio instructor, physically separated from his students, is unable to pace himself according to the interests, purposes, and abilities of his students; and that the students are denied the opportunity to ask questions. It is felt, however, that neither objection is applicable to the Lowry project training program as explained in the statements that follow:

a. The interests and purposes of the courses are clearly defined in advance.

b. As for abilities, all students have passed the required aptitude tests before being selected for training.

2. Lowry TTC-TV has a question-and-answer audio system, but it is neither as helpful nor as necessary as previously supposed. A careful analysis of all questions asked by students to date indicates that about 70 per cent were anticipatory and would have been answered in a minute or two; another 20 per cent were irrelevant to the

topic; only 10 per cent were relevant and served to point up deficiencies in the lesson script. The scripts were corrected accordingly. Present opinion is that the question-and-answer system should be used the first time a new course is taught to permit necessary script improvement, then turned off for subsequent classes.

FUTURE PLANS

While it is certain that the Air Force will expand its use of technical training television it is too early to say what forms this expansion will take, how rapidly it will occur, or how much it will affect training programs at the local level.

It is likely that closed-circuit television will eventually be installed at major USAF bases and that kinescopes and videotape recordings of technical school courses will be available at the local level. Locally, televised instruction would be exactly the same as technical instruction at the technical school bases, but on-the-job training with an operational organization would replace technical school laboratory sessions.

A possible demonstration technique (Figure 3) has been proposed for future trial. This involves students performing duplicate processes at the same time that the instructor demonstrates a technique. Such a setup requires each student to have access to a TV screen and a set of the equipment involved.

NOTES

The photographs and information contained in this presentation were excerpted from *The Airman*, official journal of the Air Force, August, 1959, and *Closed-circuit*

TV, a progress report, Lowry Technical Training Command, March 1, 1959. Inquiries should be addressed to E. P. Mussett, Major General, USAF, Commander, Lowry Technical Training Center, Denver, Colorado.



Figure 3

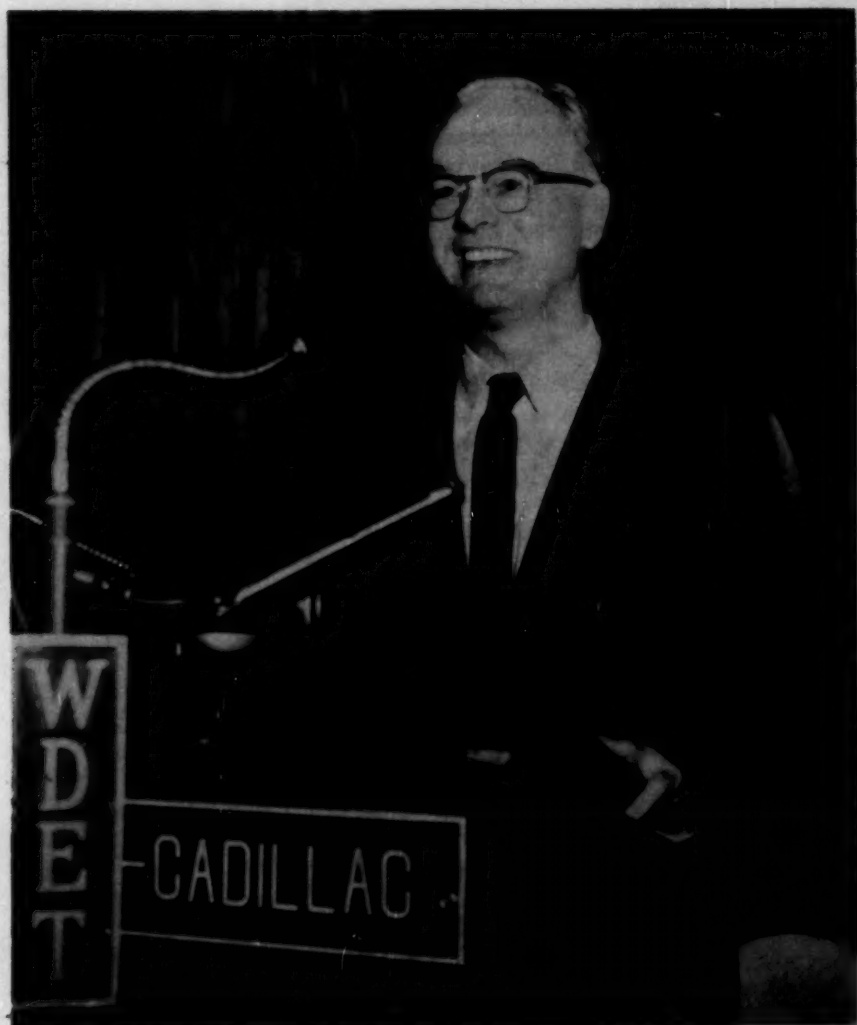


photo by Jules Steinberg, *Overview Magazine*

H. B. McCarty, WHA, University of Wisconsin, opens the first general session on "Radio—Where Are We? Where Are We Going?"

Gauging Video's Potential

by Walter P. Sheppard

*Reprinted with permission from The Christian Science Monitor
of November 3, 1959*

DETROIT — The National Association of Educational Broadcasters held its 35th annual convention here last week. The main subjects considered were the uses, techniques, and potentials of educational television and the potential of the broadcast media in our present ideological struggle with Russia. Neither of these subjects is new, but there is disagreement over the first and too little being done about the second.

Business sessions of the convention were chiefly given over to consideration of, and voting on, changes in the NAEB constitution to modernize and streamline the administrative structure of the group.

Principal convention speakers, in addition to Association President William G. Harley and other officers, included John L. Burns, president of the Radio Corporation of

America; Walter Reuther, president of the United Auto Workers; Gilbert Seldes, director of the Annenberg School of Communications at the University of Pennsylvania; Dr. Edward W. Rosenheim, Jr., from the University of Chicago; Dr. Samuel M. Brownell, superintendent of the Detroit Public Schools; John W. Wiggins, special projects officer of the Voice of America; Rex Lambert of the Canadian Broadcasting Corporation; and Dr. Marshall McLuhan from the University of Toronto.

The chief topic of discussion, both from the speakers' stand and in informal gatherings, was the uses of TV as an instructional device. No consensus on any aspect of educational TV emerged from the convention. This is not surprising. News of technical advances, reports of research in methods and

results of TV teaching, announcements of new experiments in classroom utilization of TV arrive on the desks of educational broadcasters and educators with every mail delivery.

Nearly all of the NAEB members are involved in some kind of instructional TV activity. It was possible to find all shades of opinion represented at the convention, ranging from scoffing doubt to the hailing of TV as the philosopher's stone for education. None of the convention speakers advanced either extreme, and few of the broadcasters present expressed either view. The mid-point most often encountered is, perhaps, best represented in a phrase from RCA President Burns's address: educational TV is the tool for effecting a "massive upgrading in the quality of education."

If the instructional use of TV was the most frequent topic of discussion at the convention, the most important, perhaps was what educational broadcasters can do in the East-West struggle to clarify issues and help win men's sympathies and support.

UAW President Reuther praised NAEB members for their efforts in this area. He indicted commercial broadcasters and program sponsors for avoiding responsibility and not helping to make the issues clear to the American people, for promoting a system of values in which the condition of our plumbing is more important than the condition of our educational system. He deplored the present emphasis

on the physical sciences to the exclusion of "social and human sciences" and called on the NAEB to help leaven this emphasis on "technical know-how with moral know-why."

Mr. Reuther also said that Americans have the ability to "sell their ideas and ideals in the world as effectively as their cars, cokes, and cosmetics."

Throughout the convention, mention was made of the contribution the NAEB and its members are making now and need to make on a greater scale in the future to international understanding. The final evening of the convention was devoted to an "International Dinner" with reports from consuls and other representatives of 10 countries.

The NAEB is already notably involved with the international scene. It has an International Relations Committee, is represented on the U. S. National Committee for UNESCO, is active in the European Broadcasting Union and the International University of the Air, participates in the UNESCO International Music Council. The executive director of the NAEB, Harry J. Skornia, is chairman of the Mass Communications Committee of the U. S. National Committee for UNESCO, in which capacity he advises and consults with the Mass Media Staff of the Paris UNESCO office.

Twenty-seven NAEB memberships are held by individuals and organizations outside of the U. S. Radio programs produced by the

broadcasting organizations of other countries are carried by the network, and programs about other countries and their culture are produced by the NAEB stations for broadcast in the U. S.

The NAEB's total accomplishment to date in working to help the peoples of the world understand each other is impressive, but much more is required. Education is the foundation of understanding, and the educational broadcasters have the means to aid the building of this

foundation throughout the world. As Association President Harley said in closing an eloquent plea for increased international program exchange and activity by the NAEB and its members, "We shall not know the potentials of man himself until everyone who wants an education is given a chance to get it. Radio and television, which offer the means of bringing more learning to more people in less time than anything yet devised, may well provide that chance for all."





Some conventionneers continued on to Toronto, where they toured the city and the CBC studios and warehouses. At the reception following the tour, Kay Lardie, convention chairman, talks with Frank Schooley (left) from WILL at the University of Illinois, and Eugene Hallman, CBC. Photo by Vern Bronson.

Walter P. Reuther, UAW-CIO president, addresses the first evening meeting on "Labor Looks at Educational Broadcasting." Photos by Jules Steinberg, Overview Magazine.



Ideological Fall-Out

A speech at the opening general session

by Lee S. Dreyfus

*Assistant Director of Radio and Television
Wayne State University*

FORTY years ago in Wisconsin they began broadcasting, although the manager of WWJ will be here to dispute that tomorrow night. In that time we've grown to some one hundred stations in educational broadcasting. That means we broadcast approximately five thousand hours per week, and this is an awful lot of ideas being kicked around the airways. I have heard, negatively, that this is a waste of the taxpayer's money, and I think in part this is true. I have heard too that we are playing commercial broadcaster without the pressure of commercials, and I think in part this is true. I've heard that we are professors and teachers talking to professors and teachers, and in part, this is true—or that we are

professors and teachers talking to no one, and at times this is true.

Positively, I have heard that we are a cultural service, that we are adult education, that we are classroom education, that we are relief from commercials, and that we program for the minority. These are on the positive side of the ledger, and I think true. What does this mean for the coming decade such as the theme for this convention suggests? Let me answer that by saying that we ought to be preparing, or girding our loins so to speak, for the coming battle. In this case, I mean as "we," the West, or America; for we must win the war for men's minds in the next decade.

Properly, the function of the military is to plan and prepare for a missile or nuclear war; that's not our job. It is properly the function of the government to wage the cold or economic war; that's not our job. But whose function is it to wage the ideological war? There is no ducking this one! We do not have a ministry of truth and light, a Pravda and Izvestia by translation. We should not have such a ministry. This is our job. We have the mental warriors, the collective brain power of the nation at our disposal at our institutions. We also have the electronic tools to enable them to reach the world, and I do mean the *world*. Radio is the universal tool! Television is dynamic; it is dramatic; but it is not universal at this point. We've got to hit Africa, Europe, Asia, and South America particularly. This is a role we can and must play, and there are avenues available to you people to do this. For example, the Voice of America, Radio Free Europe, the consulates through whom you can have contact with nations, exchange tape projects with foreign nations, and student exchange projects. How many of you have made any effort to get students from foreign lands to study in your institutions and study in your stations? How many of you have had Fulbright faculty? When have you taken the trouble to find out what they can do for you while they are on tours in Europe or Asia or wherever they may be? And how you can get programing in to that point where they are? If you will think of these when you

program, I think you will find a new dimension.

Let me give you an example of this new dimension. Just last Saturday, I had to do "another remote"—this is a phrase you have all used. The Hungarian Freedom Fighters of Detroit and other groups of the captive nations were having a dinner at the McGregor Foundation here at Wayne. Mayor Kovago, the last freely elected mayor of Budapest, was to be their guest; and they were quite proud to have him. Mayor Mariani's representative was there to greet him; the lieutenant governor of the state was there; and a representative of the president of our university. This was "another remote" to do to prepare a program for a limited minority group in this city — all the Hungarians. But was it? We have had Mr. Khrushchev in this country, and this has created a good deal of concern in Europe. A number of suicides is the result of this man's visit here for those who think that hope is now lost, that the United States and Russia have finally settled down, and this is the way that things are going to be.

Now, our lieutenant governor talked about the problems in Hungary and what we in Michigan wanted to do, how we felt about what they did, and our memory of them. Mayor Kovago talked about what went on. Rather than make just another remote, our job (and it is being done now) is this: to translate what our lieutenant governor said, to translate what our mayor's representative said, and to

have the mayor of Budapest add a word of Hungarian to the people in Budapest himself. Our tape is being prepared and will be sent from here to The Voice of America. From Munich, it will be broadcast into Budapest on November 5, which is the anniversary of the time when those people were crushed by Russian tanks; and they will hear from Detroit. They will hear from their own mayor who frankly welled up with tears when I said, "Now they're going to hear this in Budapest." This man—whose English was quite limited, but not limited enough for him to miss the import of what I had to say—knew he had a chance with this instrument in front of him to talk to his people whom he had to leave in 1956.

And now other examples. Here's how to work through your consulate: We are developing children's programming of our folklore, such as "Little Red Riding Hood," to be done in Spanish for South America and Mexico. This is based on the propaganda theory that what you hold dear as a child you can very little learn to hate as an adult. If we teach them to love the same stories our children love, we may find that investment paying off twenty years later—not, in dollars-and-cents diplomacy, but in relationships where the United States is looked upon as something other than a tourist nation or the land of the economic handout.

We are now developing an exchange tape lectureship, approved by our State Department, in which

Wayne State University will exchange thirty selected lectures with the University of Moscow. We will send our material on tape to them in Russian. It will be monitored by our embassy and The Voice of America to see that they broadcast it without editing. We will then get from them return tapes on the same topics by Moscow professors who will lecture to us in English. The programs will be put together with commentary showing up the differences. The topics were well chosen to point up the ideological differences between us.

We also have an exchange student program at Wayne State University which we have now tied to broadcasting. It involves Pakistan and Thailand. It's not easy to have a Thailander in our studios who barely understands our language but is pushing our cameras and placing our microphones. However, this young man is learning. They are developing two television stations in Bangkok, and they have twelve radio stations in operation. He will be a part of that. He will have been trained with us, and I assume we will teach him something other than broadcasting in the process.

And now to faculty on Fulbrights. We have a man now studying in Rhodesia, Ghana, and Dahomey. He is not there for broadcasting primarily, but he is making contacts for us. We are preparing a program called "Black and Unknown Bards," which deals with unknown and unpublished Negro

poetry written in Detroit. These African people in Ghana, Dahomey, and Rhodesia are going to hear from Negro poets who are Americans here in Detroit. Think of the possible implications here!

But what about customs problems? Don't worry about red tape. Just do it! Don't ask the customs people, or you'll get an answer. If they say you should sign to keep a tape, go ahead and sign for it. I've signed to keep lots of tapes. For example, I've got a closet full of German tapes; and if we want someone else to have one of these programs, we'll dub it onto a tape of ours and send it out. Nobody said I couldn't translate from one tape to another. They only said I had to retain possession of the German tape. If you want to get something through that you can't actually get through customs, go to your consul at the nearest consulate. He has a diplomatic pouch and can carry *anything*, from tapes up or down. He'll be quite happy to carry your tapes to or from his country. In general, just go ahead and somehow do it. I very seldom ask anybody about doing things,

and this has paid off in the long run.

Now in terms of foreign programming, let's also not go crazy over Europe. But let's look to Africa and Asia and South America. In the International Relations Committee, of which I am a member, the general concern is for Europe, but I'm afraid that this is not where the world's battle is going to be won in the next decade. Here is a real chance for us to serve, and here is an obligation, frankly, that we *must* serve. If our universities and schools cannot sell the Western ideals of human liberty, dignity, and democracy to the rest of the world, then frankly, we are lost. No one can win the battle of missiles or nuclear weapons; so this is not the battle to be fought. The real global contest is for the minds of men, and this is a contest not to be fought by the military or the government. This is properly education's battle. We here should consider ourselves then less with nuclear fall-out and more with ideological fall-out. The task is here to do, and I don't honestly believe we have the choice of acceptance or rejection.

The Study of Broadcasting

Author outlines program at Syracuse University

by Lawrence Myers, Jr.

Television-Radio Department, Syracuse University

THE TEACHING of broadcasting, whether it be oriented toward persons who plan to enter the profession or toward those interested in greater appreciation of the media, will inevitably be a reflection of the society and of the university.

The roots of broadcasting are deeply imbedded in our society. Broadcasting's impact on the society will in turn affect a teaching program. Recall for a moment the changed societal attitudes toward broadcasting since World War II. The war gave radio an opportunity to demonstrate in magnificent fashion its potential as a medium of entertainment and information. In public opinion polls, radio rated higher than newspapers, governmental institutions, schools — even

churches. The enthusiasm was catching, and myriads of young men and women registered for broadcasting courses in colleges and universities not only to learn more about the medium, but also to acquire the skills necessary to enter the profession.

Soon afterward, television swept like a conflagration across the country and fired the imagination of many more young people. Radio departments in many universities lacked faculty and facilities to meet this demand with effective leadership.

But now compare the promises of a decade ago with the realities of today. Educationally speaking, more colleges and universities than ever before are now staffed and equipped to teach all phases of

broadcasting. But, with notable exceptions, radio has degenerated into a loud jukebox with artificially exaggerated trivia that masquerade as news broadcasts. Television has brought a plague on its own house by a snowballing series of improprieties by government and network officials and advertising and production agencies. Although the medium attracts huge audiences, it has become the subject of frequent scathing articles by responsible journalists. Morale is low. The profession has lost some of its respect as a profession. As a consequence, we in the Syracuse University Television-Radio Department feel that we have suffered some reflected losses in enrollment and in respect.

An analysis of enrollment trends in schools and colleges at Syracuse University suggests a second problem of interest to teachers of broadcasting. In the face of a general increase in over-all university student registration, some areas have suffered a decrease in enrollment. These include engineering, business administration, home economics, and music. These are areas requiring many specific skills and techniques. Students, in increasing numbers, are becoming more interested in obtaining a liberal education first and professional training second.

The decreasing status of radio and television as a glamorous media coupled with delayed interest in professional training lead us to believe that we in the television and radio teaching profession will

continue to have a difficult time attracting students.

With these general observations of the difficulties ahead, what are the principles upon which training in television and radio is based at Syracuse University?

First, the most successful academic program in broadcasting is one set in a framework of general education with a wide choice of electives from fields contributory to broadcasting. Students are seldom permitted to take more than thirty semester hours, or one-quarter of their academic program, in broadcasting. We encourage students to select a second major and presently have broadcasting students who are also concentrating in the fields of advertising, drama, economics, elementary education, English, fine arts, geography, history, languages, philosophy, political science, psychology, and sociology. A special strength of our academic program lies in the fact that the television and radio department is recognized as an integral department in six schools and colleges: the College of Liberal Arts, the School of Speech and Dramatic Art, the School of Journalism, the Colleges of Home Economics and Business Administration, and the Graduate School. The system keeps the faculty hopping to faculty meetings, but we are able to tailor each student's program of study to meet his needs and interests.

Second, a sound program must provide the student with a broad background in the substantive and policy aspects of broadcasting and

include extensive reading assignments and research projects. The student is expected to develop a philosophy and appreciation of the unique character of American broadcasting. Academically speaking, more time is devoted to content than to skills. We have been, and are, in a continuous process of sifting temporal, or "this-is-how-it's-done," techniques from our course offerings and concentrating on "basics."

What fundamentals can we find that will be valid one hundred years from now? To name a few: concepts of freedom and responsibility and censorship in a free society, knowledge of certain "tools of the trade" such as research methods and ability to tell a story, aesthetics, a cosmopolitan approach derived from linkage with established disciplines, ability to work with one's fellows, effective communication of ideas, skill in finding answers to questions. I'm sure you can name others. I'm equally sure that you will agree with us that this concentration upon fundamentals indicates a continuing interest in preparing students for commercial broadcasting as a profession.

Our third principle is that training should be laboratory centered. To that end, the university operates television studios from which students prepare programs for distribution over local commercial stations or over closed-circuit systems. A kinescope recorder permits us to prepare programs for regional and other distribution. We also operate an FM radio station,

WAER. Our undergraduate professional majors develop skill in broadcasting techniques by regular work on WAER during the school year. Graduate students gain similar laboratory experience during the summer months. The latter have complete access to the television facilities and are urged to develop and direct their own programs on an experimental basis. It should be emphasized that students do not earn academic credit for such workshop activity; nevertheless, all students are expected to participate on an extracurricular basis.

Lastly, as part of our obligation to train the whole person, we urge our students to participate in as many extracurricular activities beyond the department as is feasible, with attendance at community and university events considered part of the total program. This semester, television-radio majors occupy leadership positions in the School of Speech Advisory Council, drama honorary, women's journalism honorary, men's speech honorary, and student government. They are members of the varsity basketball team, the Chapel Board, speaker's bureau, and activities and scholastic honoraries. We encourage such activity.

These, then, are the principles on which the academic program in television and radio is based at Syracuse University. At the undergraduate level, the department serves students in various schools and colleges who desire training

in broadcasting as part of a general education. At the graduate level, we offer an intensive fifth year of professional study in television that leads to the M. S. degree and is open to any above-average college graduate regardless of undergraduate specialization. The program is laboratory centered and seeks to develop personal initiative. It seeks to place broadcasting

in perspective with other aspects of society, and hopes to attract and develop students with a breadth of interests and competencies. The program seeks to place graduates in responsible positions in the profession, and we are proud of our record in this respect. We believe the program as briefly outlined is an effective route to a responsible and productive career.

Statement required by the Act of August 24, 1912, as amended by the Acts of March 3, 1933, and July 2, 1946 (Title 39, United States Code, Section 233) showing the ownership, management, and circulation of the NAEB Journal published six times a year at Urbana, Illinois, for October 1, 1959.

1. The names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: National Association of Educational Broadcasters, 14 Gregory Hall, Urbana, Illinois.

Editor: Tracy F. Tyler, 301 Johnston Hall, Minneapolis, Minnesota.

Managing Editor: Betty McKenzie, 14 Gregory Hall, Urbana, Illinois.

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FRANK E. SCHOOLEY
Business Manager

Sworn to and subscribed before me this 1st day of October, 1959.

(SEAL)

HAROLD E. HILL
(My commission expires April 20, 1962.)

Has the Intellectual Failed TV?

Quotes from the impromptu panel that replaced Dr. Charles Siepmann, New York University, who was unable to reach Detroit for his speech.

William C. Dempsey
General Manager
Station WQED
Pittsburgh

Difficulties in taste create more furor in television than elsewhere, probably because television invades the home. People of taste do not bring into their homes records, books, or works of art which they do not like. When they turn on TV, however, too often they are exposed to programs they cannot approve. ETV stations have much the same problem as commercial stations in this regard. How many intellectuals will thrill to a driver education course or one in typing?

Patrick Hazard
Annenberg School
of Communication

If TV hadn't existed in the twentieth century, we would have had to invent it . . . because TV is the only medium that is mobile and persuasive enough to close the gap between what is happening and what people *think* is happening.

Marshall McLuhan
University of Toronto

Westerns on television today have more significance for poets and artists than for TV critics. Yeats wrote that the only kind of popular prose he read was that of the Western story, because language and action were fused in this kind of writing in a way which interested him as a poet.

The French poet, St. Jean Perse, told his painter friend, Andre Gurrard, that the Westerns on television are closely related to his kind of epic poetry. His poetry, like the Western, is concerned with the primal movements of human groups engaged in the breaking up and the creating of cities and institutions.

Edward Stanley
Director, Public Affairs
National Broadcasting Company

I hope someone will define the humanities for us, at least give us a better guideline than we have. The scientific world has adopted us, and we know some of the things we can do for those in the scientific disciplines who have to fight their way through the reams of scientific papers arriving at their desks daily. But what about the non-scientific disciplines?

The camera is sterile until the writer has gone to work. It is the duty of writers to establish new ideas and to refurbish old ones.

Low-Power Broadcasting

How one low-power station got started – and why

by James L. Mead

Manager, Station WOAK, Royal Oak, Michigan

WHEN the FCC made provisions in 1948 for educational broadcasters to transmit at an effective radiated power of ten watts within the 88 to 108 megacycle frequency range, the way was immediately cleared for a wholesale entry into the field of low-power, low-cost educational broadcasting. Previous to this, most broadcasters had assumed that the inordinate expense of constructing and operating radio stations seriously inhibited the longed-for expansion of this great educational potential, and greatly limited its net effectiveness. It was expected that when the gate was opened, the FCC would be smothered with applications for construction permits. Now, nearly

a dozen years later, there are about forty ten-watt stations in the United States, and this includes two in Honolulu.

It is evident that the predicted boom in low-power broadcasting simply failed to develop. This permissive feature of the 10-watt regulation was not the answer. What can we say now in retrospect as we concern ourselves with the reasons why we have such a dearth of low-power transmitters?

Let us examine the arguments which support the philosophy of low-power broadcasting.

First, the initial cost is small enough to be absorbed within the budget of a small community school district or college. With some

know-how, a ten-watt station can be on the air for \$2,500, not counting the space which is used. The building, rebuilding, and modifying of components by utilizing student help is not only economical—it is highly educational and a source of great pride and high morale to the staff and the community.

Second, licensing requirements for operation and maintenance of ten-watt stations are considerably less stringent than for the others. A third-class license can turn the transmitter on and off; a second-class operator must be "available" in the event that it becomes necessary to tune the transmitter or make frequency adjustments. As you might guess, the word "available" can become quite elastic at times. This lenient licensing requirement opens up the way for student operation and maintenance. The fact that our station is *entirely* student operated has one very important meaning, especially to my school board—operation and maintenance cost nothing, except for repair parts. This is a built-in feature of ten-watt stations.

Third, quality of transmission is the same as in high-power stations. Our transmitter is required to have a frequency response of 50-15,000 CPS, and our transmitter frequency must not deviate more than 2,000 CPS. The "fi" from a ten-watt station is just as "hi" as it is from a 50,000 watt.

Fourth, ten-watters are not required to file monthly program schedules and can sign on and off at their pleasure. This is a big assist

to busy program directors who may be hard pressed to teach classes and plan future programing in the face of ever-changing high school schedules.

Fifth, the fact that licensing requirements are low does not prevent student staff members from acquiring advanced licenses on their own.

When WOAK went on the air in February, 1957, we had four first-class licenses in our student body. Last month, a couple of boys came in to inquire about the possibilities of doing some maintenance work in the station. They had just written the examination for first-class licenses and both had passed. One was in the eleventh grade, and one was in the tenth. Third-class engineers are a dime a dozen around the station. Strangely enough, we hardly ever have a second class. None of the three faculty advisors has a license, incidentally.

This is in keeping with our philosophy that a station is truly student operated if the sponsors stay out of the operation—except for supervision, of course. I'm aware that this is not in line with the current trend toward professional personnel in educational stations, particularly those on the college level. I simply believe, and strongly, that a school station which ignores its student resources is wasting money for itself and educational opportunity for its students. We use about a hundred students in the various departments of our station.

Sixth, ten watters get a break on costs of certain kinds of programming. For example, NAEB tape network service costs a high-power station \$800 per year, and the ten-watt station gets the same service for \$300.

Well, the arguments in favor of low-power broadcasting certainly appear irrefutable. It seems incredible on the face of it that we don't have 400 ten-watt stations instead of 40. What happened to all these radio stations that were never constructed? Certainly a country with 150 million radios, more or less, is not blind to the advantages and opportunities of educational broadcasting. Who then militates against it? Is it the commercial operators? Educational administrators? Educational philosophers? Legislators? Boards of education? The man on the street? The traditionalists? The progressives? The UAW? The NAM? The AMA? The PTA? I know the FCC isn't against it! What about the BPOE?

I think we have all been amused lately at the efforts of some of our esteemed congressmen who are so heroically attacking those scurrilous and dastardly quiz programs. There is a minor problem which has not been solved as yet. Who has been injured? Where are the victims? Everybody that we hear from has been made happy—the sponsors, the performers, the audience, the networks. Our noble committee, notwithstanding, has trapped the monster and needs only to locate the corpus delicti.

Our educational radio problem is

not a parallel, but is almost as perplexing. We know that the snail-like progress of educational radio has created thousands, perhaps millions of cases of benighted and forgotten citizens, who, had we not been so slow, could have enjoyed a greater measure of understanding of the society in which they moved. Oh, yes! We have the victims! But where is the villain?

I don't think that he is any of the parties mentioned above. I have never heard any person, or any organization, speak against the purposes and objectives of educational radio. In a recent campaign in our school district, charges of "frills" volleyed and thundered, but not one question was ever raised concerning the radio station, according to the superintendent. Whom, then, shall we blame? It's really quite frustrating not to have a scapegoat.

DURING the past five or six years, I went through the experience of building and operating an educational ten-watt FM station. I did this in a sort of Lonesome George fashion. Having accidentally observed a ten watter in operation one day, (WHPR, in Highland Park), I subsequently talked to my superintendent and we agreed that it wouldn't hurt to find out the facts about educational radio. I spent the next two or three

years attending conferences, investigating established stations, gathering cost data, perusing FCC regulations, and defending my absences at home. In due time, I prepared a long letter to the superintendent and the Board of Education, in which I recommended that we establish a radio facility as part of our speech program. The Board agreed, and the next step, which was the application for a construction permit, was immediately under way. It won't come as a surprise to many of you that it took about three months to fill out the application. After sweating out the processing of the application, the next job was to build. After that came the equipment testing, the selection of call letters, the program testing, the application for station license, and finally a telegram advising us that we were in business. At that point, the biggest job of all loomed up—programing. The students began to pour in (our original quarters measured nine by nine feet) and everything went wild.

For the purposes of this paper, it should be noted that, during this time and up to the end of the second year of broadcasting, I taught a full schedule of subjects. I taught at least an evening a week, and was finishing up my master's work at Wayne State. I was on two state committees, chairman of one regional committee, and on the salary and insurance committees of our school district.

There were some reasons why I did not go completely insane during this time: (1) I always had help

no farther away than my telephone. Lee Dreyfus made himself completely available to me, and even stopped in at propitious moments to assure me and my superintendent that everything was fine and that we should keep up the noble work. (2) Bob Schlorff, WDET's hard-working chief engineer, allowed himself to become our consulting engineer, and thereby practically alienated himself from organized society. (3) Our auto shop teacher, Otto Bretz, came on the scene as our technical director just long enough to put everything carefully together before he left to take a job with industry. (4) Miss Rosemary Brown, former script-writer for NBC, cast a jaundiced eye over the whole mess and decided that we needed a program director—which we did. (5) Bob Stevens, at WHPR, answered enough questions to fill a Q & A Manual. (6) My superintendent had been acquainted in a previous administrative job with Ola Hiller, now of WFBE, and was therefore sold on educational radio from the very beginning. (7) Some of our students worked so hard on the station that they were in danger of failing courses. Their contributions to the cause were positive, unique, and amazing. (8) My family accepted my strange behavior as something that would probably pass if they ignored it.

It is my considered judgment that the entire undertaking came successfully about because of an unusual combination of fortuitous circumstances. It is true that I was

an instrument in the process; I am certain, though, that had I depended on my background in radio and other areas, I would have been doomed to failure from the beginning. I think I was just plain lucky to have on hand the caliber of people whom I have mentioned. If this is true, then we are getting close to the immediate unavailability of ready, helpful, and practical sources of information concerning the *entire* job of planning, applying for, constructing, and operating an educational radio station. The job is simply too complex for one person to perform along with his other tasks. The typical teacher who starts in on such a project is likely to be alone as far as the responsibility for its success is concerned. If he is lucky, as I was, he may pick up important help at critical moments. If he doesn't get technical assistance from someone nearby, or moral support from status people, the station may die a-borning, in spite of his best efforts. This is probably what has happened to many of those 400 stations.

College level broadcasting has fared better, for various reasons. However, I am afraid that low-power public school broadcasting, far from fulfilling its great destiny of blanketing the country with educational radio, has grown instead into a cozy little group of stations who subscribe to the NAEB tape network, trade program schedules and anniversary felicitations, and meet annually to perform the social amenities and receive our booster shots.

This is all fun, but we need to spread the gospel, and I have some suggestions about how we might start.

First, the NAEB is the only organization in a logical position to initiate a movement for large-scale expansion of low-power broadcasting. *It should officially assume the responsibility.*

Second, since school administrators are so important in the creation of educational stations, great effort should be made, either through the National Association of School Administrators or through the state organizations, to establish contact on as personal a basis as possible with local superintendents, and to acquaint them with the fact that educational broadcasting is a valuable and *inexpensive* component of modern education.

Third, impress upon teacher training institutions that majors in speech who hope to work in radio should receive some practical instruction in applying for, building, and operating radio stations. Such instruction should include all financial, legal, construction, and programing areas, plus enough technical information to enable the student to ask intelligent questions of someone who knows.

Fourth, NAEB should make all necessary information available to administrators, school boards, teachers, PTA's, and anybody else who might take the initiative in such a project. It should be in the form of a package, such as a manual, with comprehensive detail, and questions and answers.

Fifth, research should be undertaken to determine how small a school district can profitably utilize low-power broadcasting.

Sixth, future NAEB national and regional conventions should always include sections on low-power broadcasting. This is a special category and should be treated as such.

In conclusion, we should, perhaps, view low-power broadcasting

as a sort of minor league of educational radio. I'm not sure that the analogy holds true throughout, but I do believe that a ground swell of low-power broadcasting in this country would provide a pool of experienced personnel that could produce an educational network that would more than match any network which now exists. Then the NAEB would achieve its true destiny, and you and I would hardly be noticed at a national convention anymore—if everybody came.

UHF-TV Translators

Their Use in Educational Television

by Ben Adler

President, Adler Electronics, Inc.

WHEN the FCC issued its Sixth Report and Order ending the three and one-half year freeze on TV broadcast grants, and authorized the issuance of new permits starting July 1, 1952, the industry was quite enthused over the fact that seventy additional channels had become available for TV broadcast use. It was not until late that fall, when KPTV went on the air in Portland, Oregon, using Channel 27, that some of the shortcomings of UHF broadcasting were brought to the surface. The problems presented by receivers, and the results of shadow effects are well known, and have continued to plague us to this day.

Those of us who were involved with some of the data and information which helped to make up

the Sixth Report' and Order of the Commission were very apprehensive about some of the problems connected with UHF—even before the report was issued. This apprehension is clearly evidenced by the extreme precautions taken in the introduction of the so-called Taboo Table of Mileage Separations. These were all based on expected discrepancies in UHF-TV receivers and stemmed largely from the experimental work carried out by RCA at the Bridgeport, Connecticut, experimental UHF-TV broadcast station.

The early difficulties at the first commercial UHF-TV station rapidly diminished as new receiver and antenna installation techniques evolved. Within one or two months

after KPTV went on the air acceptable results were achieved — and the people of Portland were able to enjoy their first television. The station became a tremendous success and remained so until the first VHF station was granted to the city and placed on the air. UHF could not possibly compete with the VHF station. It did not take very long for the UHF station to be pushed into the background. It ultimately went dark, as did over one-half of the UHF-TV stations authorized since 1952. Our company was close enough to the entire activity at Portland, as consulting engineers for the owners of the station, to have been very much involved in the UHF coverage problems. It was during this work that we originally conceived the need for a means to fill the shadows in UHF station coverage. The original work was with "on channel" devices, but results were so much more acceptable with the heterodyne converter or translator approach that this system was finally adopted, and the FCC issued a set of rules covering translator operation.

As a result of the Portland, Oregon, experience, and translator experimental work carried on at New Rochelle and at Manson, Washington, we were fully cognizant of the seriousness of the problems of poor receivers and shadow effects before the first regularly licensed UHF-TV translator went on the air at Hawthorne, Nevada, in 1956.

Since translators were intended to operate in areas otherwise unserved, we had no concern over the

consequences of competition with VHF. Our hard look at the dual problem of poor receivers and shadows was based on a desire to make certain that UHF translator service would be more than just acceptable, because nothing else is available for comparison. We wanted translators to become a real public service.

We were faced with a long list of UHF receiver complaints, including poor reliability, oscillator drift, short tube life, high noise level, and low sensitivity. We attempted — with the tremendous amount of data available to us from our UHF station clients and with field checks — to separate these complaints into rumors, prejudices, and actual inherent design deficiencies. It did not take very long before we were convinced that average UHF receiver performance was fully acceptable with properly installed antennas, and signal levels of 500 microvolts per meter or more. In such signal areas the complaints vanished into thin air. We concluded that UHF receivers (all channel, strip, and VHF with converters) were perfectly acceptable for clean picture and reliable performance, provided they were operated within their capabilities. We also found that with sufficient signal strength such problems as multipath ghosts, ignition and other external noise interference, and flutter from low-flying aircraft were nonexistent on UHF. This was more than three years ago, before the first UHF translator was placed into regular service.

We were determined to get started with translator activities, with our best foot forward, by making our service range predictions extremely conservative. We were opposed to the idea of claiming long ranges of coverage and then being faced with receiver complaints. Field strength measurements, made under controlled conditions at our laboratory in New Rochelle, revealed the fact that free space propagation formulas, such as those used for microwave relay systems planning, could be used for translator planning in predicting coverage and signal range in the 800 to 1000 megacycle part of the spectrum. We decided in our planning for translator installations to use 1000 microvolts per meter as the low limit of useable coverage to avoid receiver complaints. It also was decided to make certain that free space conditions would be simulated within the population area to be covered as long as no obstruction existed. In order to simulate free space transmission, it is necessary to have both line-of-sight and first Fresnel Zone clearance. This is a technique well known to microwave system planners. The requirements are to carefully select the transmitting site and the transmitting antenna tower height, together with a directional antenna having suitable pattern and gain. In addition, receiver antennas must be carefully probed both vertically and horizontally before they are secured in place. It has been found, in many instances, where trees obstruct the direct path, free space transmission may be obtained

by lowering the receiving antenna to reach an opening beneath the trees. No attempt is made to serve population beyond obstructions unless a second translator is used as a repeater. There are many installations now operating successfully with a number of translators repeating in a multihop string.

Using free space propagation calculations at 850 mc, typical distance to the 1000 microvolt per meter contour from a 10-watt translator-transmitter using a transmitting antenna with a gain of 15 db, (which produces 200 watts of effective radiated power), is $13\frac{1}{2}$ miles. Such free space calculations have been checked in practice within the accuracy of measurement.

The careful pains taken in planning, well in advance, to operate UHF translator systems well within the then existing UHF receiver capabilities has proven to be extremely worth while. The TASO Report of a Survey of Translator Stations, which included about a half-million receivers, revealed that there are no receiver complaints in the form of poor performance or the need for excessive service. Those of us who have been close to UHF translator operations for the past three years realize that there is no UHF-TV receiver performance problem.

When additional coverage was required we requested the FCC to authorize an increase of maximum transmitter power from 10 watts to 100 watts which has, in effect, resulted in approximately three times the distance we had before,

to the 1000 microvolt per meter contour. There is no need to bemoan our fate with poor UHF-TV receivers. We plan to continue operating the existing sets well within their capabilities by making certain that all points of a population area to be served are covered with at least 1000 microvolts per meter. It is my understanding, that the receiver manufacturers agree that a 10 db improvement in receiver noise figure is within the present state of the art, but probably would increase the cost of UHF receivers prohibitively. Hence, we are not counting on any improvement at this time.

The other basic problem with UHF as a TV broadcasting medium was the one of deep and dark shadows behind propagation path obstructions. Our technique for overcoming this difficulty, as already mentioned, has been to use multihop repeaters to extend the 1000 microvolt per meter contour beyond an obstruction.

ANOTHER part of our translator system planning technique is to make certain that no more effective radiated power is used than is needed to provide the necessary signal levels. Power, antenna gain, and horizontal pattern are selected as a result of calculations to determine the minimum ERP required to place a 1000 microvolt per meter signal either at the nearest obstruction or at the far edge of the population to be served, whichever

is greater. Our desire to keep the power down to a minimum ties in with the need for reassigning the same channel at a nearby translator setup, especially where multihop systems are used.

With only fourteen channels available for this type of service, we felt that it would be necessary to go even further by investigating the possibility of operating on alternate channels, as is used in VHF allocations. The existing taboo table of mileage separations applicable to standard UHF-TV stations, but not to translator stations among themselves, requires six channel spacing at any one location. We started out by following this procedure, as a precautionary measure, even though Part 4 of the rules does not require such separation. We soon ran out of channels. We then conducted tests at our laboratories to determine the degree of interference if alternate channels were used. We found that with proper precautions the alternate channels could be used without interference. A report of these tests made in collaboration with four TV receiver manufacturers was submitted to the FCC and we are looking forward to its having some effect on the removal of certain taboos now applicable to standard UHF-TV broadcast stations. No rules changes were required to permit using alternate channel assignments for translators. Encouraged by the results of our tests, we started setting up clusters of stations separated by only one blank channel. The results have been most

gratifying and channel crowding ceased to be a problem.

UHF-TV translator service is increasing at a rate of about twelve new stations per month. There is never a word about poor performance, nor do any of the stations cease to operate. At the present rate of growth, saturation would be reached quickly under the existing rules. The FCC recognizes this problem and is considering the adoption of amendments to authorize translator service on additional channels.

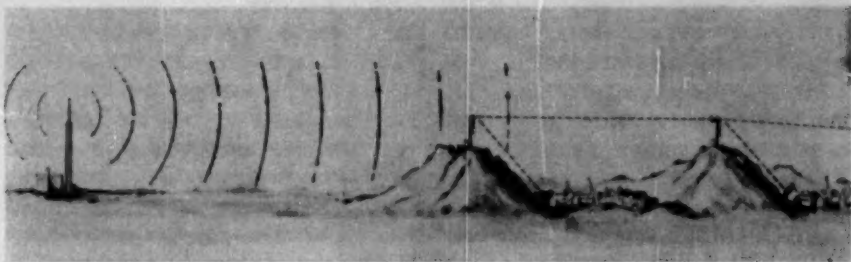
As the only supplier of equipment in this field, we have been able to apply our proven techniques to overcome the problems of UHF. We sincerely hope that others entering the field will continue along these lines. In fact, we would welcome the adoption of a set of "standards of good engineering practice" by the FCC to assure continuance of this service at its present high level.

Considerable interest has developed along the lines of employing UHF-TV translator facilities and techniques for ETV purposes. This can be done under the existing FCC rules and regulations by using translators to repeat standard ETV stations' signals into areas beyond their range of coverage. One of the best examples of this application of translators to ETV is now in operation at Burlington, Washington. The Burlington Edison School District No. 100, located about sixty-one miles north of ETV station KCTS in Seattle, installed a

10-watt UHF-TV translator to repeat the Channel 9 signals. School District No. 100, together with four other surrounding school districts in the Burlington area, lies in a hollow and is unable to receive direct signals. The Channel 9 signals are picked up on a hill within the hollow and translated to Channel 79. The 10-watt power output of the translator is split two ways, each half feeding separate antenna systems pointing in opposite directions. The single translator system covers a radius of about fourteen miles, serves thirty schools housing 11,000 pupils, and in addition covers homes in the area with a population of 30,000. Performance is excellent and everyone is extremely pleased with the results.

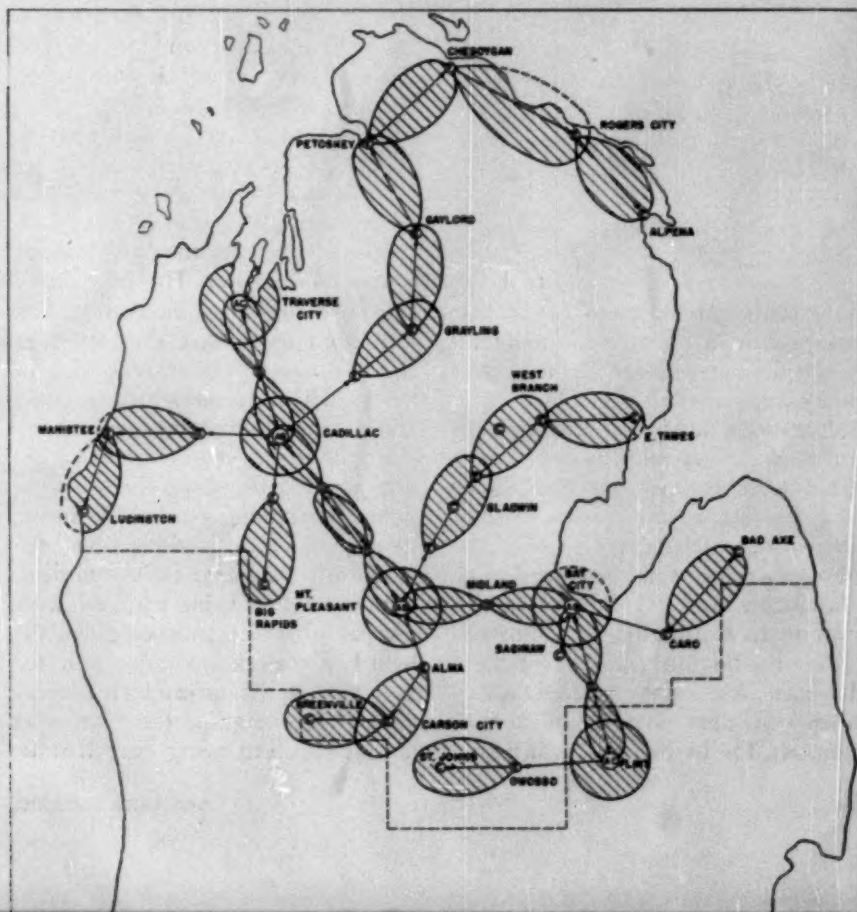
A similar system is set up at Truth or Consequences, New Mexico. This town has, in addition to the UHF-TV translator repeating Albuquerque ETV programs, two other UHF-TV translators, each repeating the signals of a distant commercial station. The entire area around Truth or Consequences is well equipped with UHF receivers and the results in schools and in homes are extremely successful—no receiver complaints, no shadowed areas.

A number of other single translator installations are already in effective operation extending the range of standard ETV stations. Many more are being planned, with several of them proposing to use multihop translators to serve a sequence of school areas well beyond the normal range of the ETV stations which are being repeated.



This artist's sketch gives a general idea of the operation of a multihop system using translators. By using the heterodyne converter principle in these translators, a large number of hops may be used without degradation of picture or sound signals.

The distribution system shown below was prepared for Central Michigan College and has been worked out to achieve widespread coverage of schools and communities. Programs can be originated at any one of five points throughout the area. The entire network is made up of a combination of 10-watt and 100-watt translators.



Curriculum Dilemma

Broadcasting students need liberal education

by Stanley T. Donner

Director of Radio and Television, Stanford University

THE ORGANIZATION of courses offered determines to a great extent the kind of education it is possible for a student to get in any specialized field of endeavor. The teachers, the texts, the facilities, and the students themselves are other values. Curriculum, however, is a matter of size, for it not only spells out what it is that the student can get, but what it is that the administration intends that the student should get. The curriculum is the tangible expression of the philosophy governing the subject matter taught.

Since the curricula offered in broadcasting (radio, television, and film) are so diverse in various parts of the United States it would

seem that there would be a variety of philosophies expressed. The teaching of broadcasting is, and ought to be, strongly entrenched in the tradition of the liberal arts. This idea does not come to you as the expression of newly conceived thought. It has been stated in many forms by broadcasters everywhere. I am sure that the idea has been expressed many times to this convention in past years. Hardly a meeting of the National Association of Broadcasters goes by without a statement of this kind. It goes almost without saying that the broadcaster as a communicator needs to know much about many things: business, politics, science, art, and indeed everything that he

attempts to communicate to his watchers and listeners. Ray Hubbard, the program manager of KPIX in San Francisco, says that the broadcaster is the modern counterpart of Leonardo da Vinci's "universal man." Bob Banner, the former producer-director and Emmy winner of the "Dinah Shore Show," and now the producer of the "Garry Moore Show," has said that there are many things that a broadcaster must know thoroughly, others which he must know about, others that he must know exist and where the information may be found. In the press of a daily schedule of production there is little or no time for study and research. The things the broadcaster needs to know can't be learned the night before, or the week or month before. He must know them now. Breadth of knowledge is the base of the liberal arts tradition.

If you agree with this philosophy, and many broadcasters and teachers of broadcasting do, then you and I find ourselves faced with a serious dilemma. The dilemma is how to build a curriculum that offers good basic and practical work in broadcasting and yet allows the student a liberal education. The curriculum in broadcasting may not include a broad education. In fact the curriculum pursued by a student majoring in broadcasting in some schools actually may prevent him from getting a liberal education.

A study reported by Harrison B. Summers in the Fall, 1958, *Journal of Broadcasting* a year

ago disclosed a number of disturbing facts about the instruction in radio and television in twenty-five selected universities. One was that the number of quarter hours of credit available to undergraduates ranged from 34 in one university to 206.5 in another. The 206.5 quarter units of radio and television would represent more than four years of college work. One is staggered to think of the kind of courses that might be offered to make up a total of 206.5 quarter units. What kind of content is included in these courses that would seriously engage a student on a college level? Have some new areas of knowledge been developed or have the normal courses been splintered into a great many?

Eleven of the universities have separate departments of radio and television. It is possible, I suppose, to establish a department of radio and television for administrative reasons. However, to the extent that a separate department discourages a student from moving out into the university to new and exciting areas of learning — to that extent the student is kept from a liberal education. There is no way of measuring this influence. However, Professor Summers pointed out, "... in these eleven schools, courses in broadcasting open to undergraduates average 96 quarter hours per school — the equivalent of two full years of college work."

A third disturbing fact has to do with the balance between theory and practice. Professor Summers

stated: "... the analyses indicate that in the average school, approximately 30 per cent of all courses offered to undergraduates are courses dealing with 'theoretical' aspects of broadcasting — with 70 per cent consisting of studio practice or writing courses." In the last issue (Summer, 1959) of the *Journal of Broadcasting*, Professor Milo Ryan has made a superb defense of teaching techniques. The crux of his argument seems to me to be: "When his [the student's] technical studies have been kept in their proper proportion, he has been allowed time for and been directed into study of the content of at least a portion of the things that have affected man throughout time—polemics, political philosophy, literature, social organization and social disorganizations, the chasms of the mind that philosophy and psychology peer into, and the arts — 'human perfection socially possessed.'" The matter of proportion is the key point. Seventy per cent would appear to be a questionable procedure in preparing students for a business whose only constant is change. If the universities lag behind the industry, they will find that they are teaching the students yesterday's techniques.

The number of students who major in radio and television in these 25 universities varies from 34 to 200. These numbers are significant only in terms of the number of these majors who later work in broadcasting. Professor Summers draws from two other investiga-

tions in commenting on this point: "The Alabama and Ohio State studies suggest that, of students who do major work in radio and television while in college, approximately half will not make broadcasting their life work."

In the face of these findings our dilemma of curriculum is a real one indeed. A liberal education is the best education for broadcasting and yet we are multiplying the number of courses offered, isolating ourselves in separate departments, making 70 per cent of our work the practical kind, and teaching this material to majors, half of whom will not make broadcasting a career. It is perfectly evident that we must face our dilemma squarely, find a solution, and follow it.

A YEAR before Professor Summer's provocative report appeared, we tried to do this at Stanford. I don't offer this as a possibility for all of you, for needs and conditions vary from university to university. I do, however, offer our findings as a means by which a student can learn about broadcasting and at the same time achieve an education that will stand him in good stead whether he finds his life work in broadcasting or in another field.

We began with the premise that we would start entirely anew. We would not be bound by what other schools were teaching, courses we had inherited, specialized or vested

interests of the staff. We would try to devise a good curriculum in broadcasting within the frame of a liberal education. After months of planning and discussion we reached these conclusions:

First we determined that radio, television, and film were of equal importance in broadcast communication and should be given equal weight in our curriculum. We believed that a student should have as much time to study and complete research in theory as to practice and develop technique. Since industry has no time or place for experimentation except in the actual production of programs, we decided that one of the more important contributions a university could make was to experiment in broadcasting. The experiment would be in new content, form, method and technique of broadcasting.

With these criteria in mind, here is the new curriculum. One course introduces in breadth radio, television, and film. Then radio, television, and film — each in separate courses — are taught on the three levels of theory, of practice, and of experiment. These nine courses plus the introductory course is the core of the curriculum, and accounts for thirty quarter-hour course units. These basic courses are supplemented by

courses in writing, criticism, literature, and station operation. A projects course is given for special study and research by advanced students. This is the total offering.

After a trial of one year we knew that our curriculum was sound, but we were dissatisfied with our emphasis on liberal arts. Therefore, after long discussions with the Dean of Humanities and Sciences, we added to the program for majors twenty-five additional units in a coordinate area of the liberal arts. We have ended with a major in radio, television, and film which I believe is one of the strongest programs offered at Stanford.

This is now the third year of the new curriculum. We feel that we have moved ahead. We have eliminated superfluous and splinter courses and reduced the number to a hard core. We have equated theory with practice, and the practice of techniques in all three areas is taught with unabashed pride. We have begun to make progress in experiment where a university may make its best contribution to the industry. Finally, we have made sure that our majors are liberally educated so that they may make better broadcasters of the future and so that those who choose another area of work are not cheated by a narrow education.

In-School Broadcasting 1959

Iowa School of the Air use decreases in ten years

by Larry Walcoff

Director, Iowa School of the Air

WHAT is the function of in-school radio broadcasting? Are in-school radio programs being utilized more in recent years? or less? Are educational broadcasters guilty of creating a brilliant brain child called in-school radio and then neglecting to consider this youthful protégé in its correct perspective? What, if anything, impedes the growth of in-school radio?

This study was designed to give a partial answer to the following question: What changes have been made in the use of the Iowa School of the Air radio programs after ten years of broadcasting over Radio Station WSUI? This was a follow-up to a study by Sam Becker in 1949, which examined the utilization of WSUI's 1948-49 in-school broadcasts in Johnson County, Iowa. The year 1948 witnessed

the beginning of WSUI in-school broadcasting. The WSUI in-school programs, because of varied school curriculums in the station's listening area, now consist—as they did in 1948—of “enrichment” rather than “direct teaching” programs. These programs were and still are broadcast over the station's 5000-watt AM facilities. At the time of the present study there were six separate elementary grade in-school programs being aired by the Iowa School of the Air. Ten years earlier seven separate programs were offered.

The potential value of this type of study arises from the fact that educational broadcasters must know about school, teacher, and pupil acceptance, changes in public thinking, new areas of need, and the nature of the listening audience

and listening patterns. Unless in-school broadcasters have a reasonable knowledge of these factors they cannot expect to achieve the best results. Firsthand information is essential to the planning and production of any effective radio program, particularly when dealing with in-school broadcasts.

To do a "depth" rather than a "breadth" study of the Iowa School of the Air, and to permit an effective comparison of the results with the 1948-49 program study, the elementary schools of Johnson County were again examined. The following facts may surprise some of the broadcasters from large metropolitan areas. Ten years ago, there were 94 one-room schools in the county and 15 consolidated schools. Through closings and reorganizations, there are now 18 consolidated schools and 46 one-room schools, most of the latter teaching all nine elementary grades. This is not atypical of most of the approximately 50 counties in the WSUI listening area and 99 counties in the state of Iowa. The total number of pupils attending the 64 schools in Johnson County at the time of this study was 6,543; the teachers numbered 298; the schools ranged in size from 7 to 492 students.

All data were gathered through personal interviews, as was the case in the original study in 1949. Each teacher in each one-room school was questioned. Each principal or senior teacher in the consolidated and city schools was contacted.

The findings on available audio-visual equipment in Johnson

County may be of particular interest. Among consolidated schools, 96 per cent had radios available for classroom use. In one-room schools the figure was approximately 88 per cent. All schools in the county reported that phonographs were available for classroom use. A little over half of the consolidated schools had tape recorders, and one-quarter had television sets. None of the one-room schools had either tape recorders or television sets.

It was found that the use and ownership of television sets in the schools of the county had created no change in the use of in-school radio programs. However, it must be pointed out that in-school television programs were not available in the area studied. It would be interesting to know in what way in-school TV competes with in-school radio in areas where both exist.

Statistics concerning the availability of audio-visual equipment were not available for the 1948-49 period.

The Iowa School of the Air in 1958-59 was being utilized in approximately 38 per cent of the county's schools. However, only 10.5 per cent of the county's elementary pupils had been reached by the in-school series. In 1948-49, ten years earlier, the WSUI in-school programs were reaching almost twice the percentage of listeners in Johnson County as were reached a decade later. Also, utilizing teachers used fewer program series in their classrooms in 1958-59 than in 1948-49.

Careful consideration of the program subject areas and methods and techniques of presentation throughout the years led the writer to believe that, in general, the programs were of equal interest and quality throughout the ten-year period considered. It is also known that program publicity had been carried out each year for the past ten years in Johnson County.

The primary reason given for not using these in-school programs in 1948 had been "no radio." Ten years later, "lack of time" was cited as the primary reason. Later, the possible reasons for this decrease in utilization will be discussed.

It is interesting to note that in both studies, teachers in one-room schools utilized the series considerably more than did teachers in the larger schools.

Although direct comparisons cannot be drawn concerning teachers' methods of utilization of individual programs, the techniques and methods of in-school program utilization for the most part appeared to be the same after ten years of WSUI in-school broadcasting.

Both studies reported that the majority of the teachers in rural one-room schools allowed all their students (Grades 1 through 8) to listen to the Iowa School of the Air. The consolidated schools, as expected, utilized the programs only in certain classes. Suggested grade levels for specific program series were made known to teachers via the free teacher's manual which had been sent to them in advance

of the season's broadcasts. It should be pointed out that one-room schools lack facilities for separating classes for radio listening.

Both studies found the most preferred method of presentation of in-school programs to be the dramatic method, followed by storytelling and the lecture method.

In both 1948-49 and 1958-59, preparation and follow-up procedures for in-school radio utilization were similar. In both studies an average of approximately 80 percent of the utilizing teachers conducted "warm-ups" by presenting background information and explaining what to listen for. General class discussion, supervised by the instructor, had been the unanimous method of following up a program.

The educators interviewed in all Johnson County schools using the series reported that air times presented no utilization problem. The teachers were free to make minor adjustments in their own teaching schedules.

I WOULD like to consider now some of these findings in a more general way, taking into consideration my personal experiences and impressions as author and interviewer of the 1958-59 study, and as director for the Iowa School of the Air for the past three and a half years.

Why the decrease in the use of the Iowa School of the Air after ten years of broadcasting? Utilizing

in-school programs properly requires considerable classroom discussion and listening time. Most Iowa teachers surveyed in this study indicated that they required more time to teach the required subjects, that their teaching requirements had increased in the past ten years, and that they had more students to teach. Classroom schedules, therefore, allow less time for "enrichment" programming. This hypothesis requires further study. Since the Iowa School of the Air was utilized mostly in rural one-room schools and since school consolidation has considerably reduced the number of one-room schools over the past ten years, the result is obviously less utilization of in-school radio services.

But why did teachers in one-room schools tend to utilize the WSUI in-school programs considerably more than the teachers in the consolidated schools? One reason may be that their radios were more conveniently located. In consolidated schools the general practice was to share radios. In schools where teachers were "troubled" with having to borrow and return a radio from the office or supply room, the Iowa School of the Air was used considerably less than in schools where radio listening meant turning the receiver on. In the writer's opinion, an increase in the availability of radio receivers in teachers' own classrooms would increase considerably the utilization of in-school radio programs. This hypothesis also requires further study.

It is also a fact that some teachers in one-room schools allowed part of their students to listen to radio programs while the teacher devoted her complete attention to other grades. This is not conducive to good "warm-up" and "follow-up" procedures, but none the less, it was being done and is, it would seem, another reason for greater use of in-school radio broadcasts in one-room schools than in consolidated schools.

This decrease in utilization of the Iowa School of the Air may indicate a need for greater emphasis upon program publicity. It is necessary to reach the classroom teacher directly. Promotional material sent to superintendents, or to principals, often fails to reach the teachers who could use the programs—not because of disapproval of the programs, but because of a general apathy caused by the numerous pamphlets and publications which badger these administrators daily. Nothing can improve in-school radio utilization more than a "talk" with the individual classroom teacher. To find the best means of publicizing in-school broadcasts still remains a problem for additional research.

This leads to the following questions: Is the Iowa School of the Air destined to slowly lose its audience along with the consolidation of small schools? What can be done to increase listenership in consolidated schools? And, most important, are in-school radio services wanted or needed at all? A considerable amount of research remains to be done.

Passe' or Promising?

A look after ten years of low-power FM broadcasting

by M. McCabe Day

Director, Station WVSH, School City of Huntington, Indiana

LOW-POWER FM broadcasting began in 1949, when DePauw University, in Greencastle, Indiana, began operating the first ten-watt station authorized under the provisions of the Federal Communications Commission, and New Albany, Indiana, public schools, began operating the first ten - watt public school station. At least, these are the claims made by these two institutions. There seems to be no reference in any publication at hand either to substantiate or to refute the statement. Therefore, we can assume that low-power FM broadcasting has completed its first ten years.

Bright were the prospects described by the proponents of low-power broadcasting ten years ago.

Dr. Franklin Dunham, of the Office of Education, foresaw a multitude of these stations serving their individual communities in ways that could not be accomplished by fewer large-area transmitters. Since there was so little possibility of interference over any long distance, the air could literally be crowded with thousands of such ten-watt transmitters without suffering the garbled condition of the AM broadcast band.

Wayne Coy, a member of the Federal Communications Commission, spoke at a radio conference at Indiana University in the summer of 1948, if my memory serves me right. He challenged educators to take advantage of the second and last chance of education in radio.

Some of the interest in low-power broadcasting in Indiana stemmed from that meeting, when a few of us took the challenge to heart and felt a responsibility to show that education did really want to use this medium of communication.

In the seminar for public school station managers at Allerton House, in the summer of 1952, a long list of responsibilities of the broadcaster, including the low-power one, was formulated. In the spring of 1952 an in-school committee was organized for the NAEB Network, to stimulate the utilization of radio in the classroom. All these developments had reference to educational broadcasting in general, but the low-power opportunities offered the possibility that such service might come to many smaller school systems and communities.

What has happened during these ten years? According to a perusal of the NAEB directory, there are 36 ten-watt stations listed as members. The directory of educational stations put out by the Office of Education in 1958 had about 55 ten-watt stations. To find what the actual number is would require a study of official records, and these were not at hand. However, it can be said that there has been considerable interest in low-power broadcasting through these ten years, but certainly not what had been anticipated by some persons, and probably not what should have been warranted by the opportunities offered to education through a rather modest investment in such a broadcasting facility.

Furthermore, the advent of educational television has tended to usurp the interest that might have accrued in educational radio. Possibly even the use made of educational television has suffered because there had not been previous experience in and appreciation for the possibilities of radio by those who ventured into the later of the two broadcasting media. So this is a good time for an appraisal of low-power FM in the light of the past, and to consider what should be its function in the future: Has it become passé to talk of radio, or is the promise of radio in the future as great as ever?

To some persons, radio in general has become passé, since it is often difficult for minds to judge objectively something with which they have had no experience in relation to something else which has forced itself upon their attention. I remember hearing a city school superintendent declare several years ago that he was not interested in educational radio, since television in the near future would make radio altogether obsolete. That city still does not have educational television. It does have an educational radio station, but the policy of the school station has been rather uncertain, even as the earlier rejection of radio and later neglect of educational television indicated anything but a formulated philosophy as to the use of such communications in education. It is evident that something needs to be done to overcome this lack of understanding of the functions of broadcasting in general.

In some instances the promises of low-power FM broadcasting have not been realized. It may have been because low-power use could not meet the needs of the system involved. It may have been because the low-power station had been the result of a whim, or a hobby, or a mistaken idea of what could be done through the low-power station. So I would like to consider some of the conditions that have obstructed the use of low-power broadcasting in particular, and possibly even other broadcasting.

Usually the low-power station has been in a comparatively small school community. It has often been the result of the interest of a particular person. Where it has been a person with the technical aspects of broadcasting in mind, there has been the problem of program. Where it has been a person with particular interest in some phase of English expression, it has been the problem of utilization, or listener appeal. Where it has been a person with public relations in mind, it has been the problem of justifying the operation as a legitimate cost of education.

There is another reason why radio has not had the widespread acceptance that it should have had in the schools. It seems that English teachers, in general, have much more concern, or even real affection (or should we say affectation), for the printed word to be read, than for the written word to be spoken. How many English departments have considered broadcasting a field for study? How many

consider the "literature" of broadcasting as something for which a taste should be developed through critical listening and appraisal? The continued emphasis upon only the classics of printed literature indicates that English departments are aware of Gutenberg's existence, but have hardly noted the effects of Marconi's invention upon language and communication. Until English teachers in general, not in exceptions, look upon radio as one of the most readily available means to study the art of language and to acquire a real taste for it, or as a means to stimulate composition and then oral expression, the opportunities offered by low-power broadcasting will be denied the great mass of high school students, and even most of the college and university students. Use of language as a tool of communication by these modern media will be little understood, less appreciated, and certainly not practiced so long as this attitude persists in the area of English, or language arts.

The emphasis upon activity in the classroom is also a deterrent to the recognition of the importance of selective listening to the growth of one's experiences and information, to the training of one's ability to listen and follow directions where necessary, and to the realization of one's appreciation of language as an art form. Children are so busy making things to hang on the walls during open house, or to take to an exhibit during teachers' conventions, that there is little time to listen attentively to a program of enrichment, or to keep

one's mind upon a directed lesson over radio. Perhaps one really should say that the teachers themselves are so occupied with this "busy work" that they, too, have little time even to learn what is available in teaching materials for the classroom over radio. Having just recently attended a teachers' convention, this last statement may be rather freshly impressed upon me. One wonders, with so many things prepared in the classroom to show, how there was any time to learn ideas and to develop thought skills to use.

POSSIBLY one reason for less use of radio than might have been occasioned otherwise has been too great an obsession by radio persons themselves with the problems, as well as the delights, of production of programs, and little thought, sometimes, as to where, or even why, these programs should be used in the classrooms. In our rather small operation we have learned that the final test of any program is the utilization in the classroom. Without such utilization, the producer of an in-school program might as well talk through his hat as talk into a microphone. He will have about the same number of listeners in either event—himself! Without doubt, the NAEB in-school series on the network have done more to obtain utilization of radio in the classrooms of the communities served by low-power, and also high-power, stations, than anything that has

ever happened in educational radio. It makes no difference how good a radio series is declared to be by the producers, or even by less-biased critics. If the teacher cannot see how it can help in the classroom, it will have few, if any, listeners. And no matter if a radio series may have some faults from the viewpoint of the radio critic, if the program serves some real need of the classroom, and helps the teacher, that series will have wider use than the technically perfect, but educationally futile series.

The NAEB in-school series have made the low-power station an important servant in the small school system. Many more small school systems could profit if they availed themselves of the opportunities offered by a low-power station. I would hazard a guess that percentage-wise some of the low-power stations can show a higher figure of utilization than some of the more powerful stations.

In many instances the university stations have done little to emphasize the importance of radio in the classrooms. For instance, when a great university has as one of its obligations the training of teachers for public schools, why should it not show the possibilities of educational radio in the classroom by broadcasting regularly many series that teachers can use? Which is the greater service in the long run to the total community served: to reach the lover of classical music with programs to study by, and to

serve another group with music to dance to, and even to schedule what might be termed programs to turn off? Or on the other hand, to influence teachers — both those in training and those in the schools — in the area covered, by providing them with series that actually use this great communication medium as a teaching tool?

How, might we ask, can one expect low-power FM broadcasting, or the highest-power transmission, to be encouraged when even the universities with broadcasting facilities completely ignore, or neglect, this use that could greatly affect the entire concept of communication within the classroom? Many low-power stations have done more to accept and to spread this concept of educational radio than some of the stations in the multi-kilowatt class. If low-power FM has not become the great boon that many thought it would be, the failure must be borne partly, at least, by the lack of encouragement from those who had the position, and even the authority, to help direct attention to the low-power opportunities.

And possibly here we ought to re-define low-power FM as not merely ten-watt, but as the power which owes its responsibility to a limited community, such as a university or a school system, as distinct from that which tries to serve an area embracing many communities. With the consolidation of school districts, a 250-watt transmitter may have the same local responsibility as a 10-watt — to

serve the unit it represents, rather than try to compete with the commercial concept that it must serve the great mass, whatever a mass is when it includes individual persons!

That which is further needed to make low-power broadcasting the promise that it should be, is the continued devotion of NAEB and a real awakening by other groups, such as DAVI (the Department of Audio-Visual Instruction of the N. E. A.), to the effectiveness of radio. One wonders how many educational radio stations there might have been in the United States if there had been as much money, effort, and promotion given to radio as there has been to educational television. It would be interesting to speculate just how many low-power stations might have been built, how many classrooms might now be using radio, and how much could have been contributed to education in general if the same amount spent in educational television had been spent in educational radio.

We can get all hot-and-bothered about a project that involves many millions, but so many times a project of a few thousands seems too puny to command the attention of our mighty minds. Yet the progress of a nation is not measured by a few great institutions of learning; it is measured by the spread of ideas through countless public schools. It is not determined by the colossal engineering feat of a Mackinac bridge spanning the connecting waterway between the two

great lakes; it is determined by the numerous small structures over the rivers and rivulets that encourage the exchange of commodities and serve to benefit small groups of persons.

So in our use of educational communications, we can never accomplish the total task of developing listening habits or providing a wide variety of instructional materials by a few great centers that demand the complete unification of schedules, the disciplined pressing of buttons, and the mass turning of ears to the speakers in the classrooms to hear the utterances of Big Brother—or Big Teacher! But instruction will be aided and improved, ideas will be disseminated and used by the installations that serve the needs of the local schools, (according to the requirements of local needs and practices and perhaps even local restrictions), possibly through the multitude of

low-power stations, or at least the great many medium-power transmitters—transmitters that help develop high levels of instructional materials, but that do not require a uniformity of material, or procedures, to stifle the very genius of the individual, the strength of our land.

There must be a promise in the future for low-power FM (and possibly low-power TV) in our educational practices in the United States, if we are to remain a people distinctive by our progress through lack of uniformity, and not be a people oppressed by a uniformity that makes for conformity and for the stagnation of the human personality. We need the low-power concept of local responsibility to maintain the true American spirit that still believes not merely in the level of the mass, but in the unlimited opportunities for the individual person.

A Mass Communication Curriculum

A background in theory courses aids student in production

by John B. Ellery

Wayne State University, Detroit, Michigan

YOU may be sure that I have no intention of making any trenchant comments on the relative merits of pragmatism versus academics in the training of men and women for careers in broadcasting. It is obvious that one cannot ignore the need for equipping the student with the knowledge and skill required to meet the demands of our competitive economy. He must be prepared to acquit himself satisfactorily in the eyes of the parochial world. But, if we are to think of broadcasting in terms of higher education, we must be primarily concerned with the intellectual development of the student. This,

after all, is the real province of the university. Moreover, we must not lose sight of the fact that the ideal of general cultivation is a standard of college education.

I am inclined to believe that too many broadcasters have somewhat overpraised the virtues of the trade school training program disguised as an academic curriculum, and have too much extenuated the faults of the theoretical and speculative aspects of the mass communication media. On the other hand, while one may log thousands of flying hours in the jump seat of a panoramic dolly without making any serious demands upon his

intellect, we may spend many weary hours in the library stacks in the acquisition of vapid and unprofitable trivia. The point to keep in mind is that when we speak of a college curriculum we are speaking of higher education. And higher education must go far beyond mechanical dexterity and the close order drill of the studio. The curriculum must be designed to provide interested students with a sound knowledge of the principles, techniques, and practices in the mass media, and foster an understanding of the ethical and social responsibilities of the communications specialist that will enable him to make the right use of this knowledge and skill.

I have been very much impressed by the type of student who is attracted to the mass media curriculum. He manifests, on the most part, a keen mind, great imagination, and a measure of enthusiasm—a measure, as Cato would say, that is filled up, pressed down, and running over. At Wayne State University, we have been fortunate in having the facilities necessary to develop these characteristics and meet the unique requirement we have set for the mass media major.

Insofar as our curriculum is concerned, the required courses encompass the following areas of study:

1. The role of mass communication in contemporary society.
2. Writing, production, direction, and performance in the mass media.

3. Specialized training based on individual aptitudes.

4. Experience under operational broadcasting conditions.

This, we feel, encompasses the community of knowledge and interests that make up the field of mass communication. Out of this cosmos, or perhaps I should say chaos, we have sought to develop a program of integrated and concurrent study of all of the various elements that are relatively discrete and constant, within the scope of the traditional educational complex of a university. We hope, and believe, that we can in this way generate a professional, sophisticated perspective and awareness of the challenge and the opportunities provided by the mass media, in general, and radio-TV broadcasting in particular.

In order to achieve this goal, we launch a two-pronged attack upon the "innocents a'broadcasting" — theory and practice. The study of theory transcends technical and regulatory information and focuses upon aspects of the various media in a heuristic search for principles in which the student is encouraged to discover for himself the reaction of man and society under the cumulative impact of the mass media.

Insofar as practice is concerned, the student is introduced to production facilities and studio operations, and must demonstrate a minimal proficiency in this area. The emphasis is on instrumentation, but we have stressed a telic approach, requiring that the student continually ask himself "What use can

I make of this in the creative expression of an end or purpose?" You see, in spite of my devotion to the mental gymnastics of theory courses, I am also aware of the danger of producing broadcast eunuchs — those who would, but can't.

The mass communications program at Wayne State is in no sense a self-service curriculum. It stresses a broad training in the social sciences and humanities, along with the sequence of courses in radio, television, journalism, and film. In fact, we require a major concentration, the equivalent of a second major or very strong minor, in some liberal arts area.

Each student in the mass communication curriculum must complete 120 semester hours of course work. This includes 12 semester hours in each of the four core areas: English, foreign language, social science, and physical science. An additional 12 semester hours must be elected in one of the liberal arts areas, such as economics, political science, or psychology. Then 42 semester hours are devoted to mass media courses covering communication theory, production facilities, operations, writing for the various media, performance and laboratory assignments, law and regulatory agencies. The remaining hours are largely elective, but focus upon those aspects of the literary, musical, and visual arts that coincide with the special aptitudes and interests of the individual student. Great stress is placed upon

a close student-advisor relationship. Individual conferences and personal supervision is provided throughout the program, but especially during the junior and senior years. It is an onerous task, but essential. I need not observe that the training of the mass media specialist can be a relatively expensive proposition in terms of personnel and equipment. It is sometimes necessary to remind other academicians, however, that the cost is not out of line with the demands of other subject areas with similar requirements for laboratory operations. Inasmuch as most mass media facilities within a college or university serve a dual role in serving the community as well as the instructional program, it can, in fact, pay its own way. Indeed, we are probably all acquainted with specific instances in which the educational broadcaster has achieved a position of eminence in the college community almost equal to that of an assistant football coach. Many college presidents would like to be able to make that claim.

You may be sure that I have no self-satisfied illusions regarding the measurement of our academic advances. The present program has much to recommend it, in my opinion, but I also realize that it needs refinement. There is room for improvement but isn't this the eternal nature of all curricula? The nebula of new ideas is always and everywhere about us; certain heretofore supplementary elements attain an increasingly important place

in our thinking. In order to elaborate the training of our students and more fully exploit instructional resources, provisions must be made to accommodate additional cognate areas of study within the province of the mass communication curriculum. In this way, we traverse the long road from raw judgment and organized ignorance to intelligent questions and sophisticated theory.

We must all be mindful of the pregnant maxim of Bacon that the

right question is the half of knowledge. There are many questions to be answered, much work to be done, but the magnitude of the eventual return is incalculable. Surely, no one here can doubt that the mass media hold great benefits to our way of life aside from relieving the boredom of our leisure hours. The realization of these benefits, it seems to me, should be of the greatest significance to all educators.

President's Address

by William G. Harley

I BEGIN by reassuring you: This will not be an exercise in self-congratulatory rhetoric — not because I am especially modest, but because my previous presidential pronouncements, in the *Newsletter*, have tied my tongue.

You recall that in my first message I vowed, somewhat rashly, that I would not give in to the compulsion, which apparently gripped my predecessors, to report on every single trip I took on behalf of NAEB. And in a later issue of the *Newsletter* I devoted my message to listing all of the clichés of educational broadcasting.

The result is that through my own satiric efforts it is impossible for me now, with good grace, either to report glowingly of my own achievements or to do so with appropriate oratorical flourish.

I can, however, report in straightforward fashion on the accomplishments of others on your behalf and mine. Later on I shall attempt to assess what these add up to in terms of our present position and

suggest the goals toward which future efforts might well be directed.

To begin I must go back, for much of the accomplishment during my administration is a mere coming to flower of seedlings planted before the present officers took over the garden. One of the lasting by-products for me of an NAEB seminar held several years ago was a word used several times by a scientist-consultant: "serendipity." It means, in effect, "an unearned bonus." As he used the word in the realm of science it referred to the benefit one scientist received from the work of another, so that research of men of *today* hitchhiked upon the work of those who came *before* them.

In this same sense any NAEB president, upon taking office, inherits a *serendipity* from his predecessors; and mine was a strong one, for I embarked upon courses that had been well charted by Presidents Paulu and Schooley and, indeed, others before them. One example will suffice: As you know,

we recently announced the third Kellogg Foundation grant for the support for another three years of our Headquarters operation. Though the announcement came this past spring, the work of preparing and presenting the proposal had been accomplished long before the present administration took office. And I could cite many other examples: ideas for professional development, the Washington office, the paid president — all of which I shall discuss in a moment — were initiated in earlier administrations.

Yet the currents are ever-changing. The old Egyptian axiom has it that no man puts his foot in the same river twice. And, if you'll permit me to labor the metaphor just a little bit more, (and then I promise to abandon it), if NAEB is to steer a course that is good and true, we need a captain who is permanently signed on and can thus give the vessel the continuity of guidance and direction it should have.

In effect, we now have an expert and seasoned helmsman who is under orders from a ninety-day wonder on the bridge and — I promise this is the end of the metaphor — it's time we put the helmsman permanently in command.

I refer, of course, to the proposed constitutional amendment upon which you will soon be asked to vote. I do not intend here to embark upon an extended argument in favor of this move; I shall rely on Jim Miles, chairman of the

Constitution Committee, to, in Jefferson's words, "place before [you] the common sense of the subject in terms so plain and firm as to command their assent." I should like, however, to make two personal observations about this matter.

The first is to assure you, based upon my experience as a president, employed full-time at my *own institution* and, therefore, necessarily performing the NAEB job peripherally, that this is a needed change . . . and this belief is supported by other recent presidents.

Second — I had assumed this would be obvious, but comments I have overheard suggest that it is not — my espousal of this move for a full-time paid president is by no stretch of the imagination an attempt to create a position for myself. The notion was never conceived of by your Board of Directors in any other way than as a means of elevating the present executive director, Dr. Harry Skornia, into the presidency, where he can be in *name* as well as in *fact* the chief administrative officer of the Association.

I certainly hope, if the paid-presidency provision goes through, that he will take this job — for, as the circus manager said to the human cannon ball, "Where would I find another man of your caliber?"

But, of course, he would be the last to imply that he does the job alone.

As George Eliot once remarked in describing the function of the

unconscious in our mental business: It "... is carried on ... with a good deal of hard work done by agents who are not acknowledged." This goes for Harold Hill, our able associate director, Bob Underwood, the Network manager, and for the entire Headquarters staff. Working long hours, often weekends, in order to keep up with the load, the staff provides a reverse twist to one of Parkinson's precepts: "There need be little relationship between the work done and the size of the staff to which it may be assigned." Perfectly true; we just keep piling on the work no matter how few the personnel. There isn't a harder-working group anywhere than your Headquarters staff at Urbana.

I must recognize, too, the hard work of our committees. Ours is a democratic organization in which we share our problems and work cooperatively toward their solution. The basic mechanism is the committee structure, which provides for broad participation by members representing a vast variety of backgrounds, talents, and experience. Herein lies a unique quality of this Association, the only member-based organization in the field; it is what gives it vitality and dynamism: the zest and drive that result from the cooperative voluntary efforts of many individuals working intensively toward deeply committed goals.

The accomplishments of these committees you will hear reported later; I wish here merely to acknowledge my profound gratitude

to the chairmen and members for their unfailing support and unstinting effort.

IN THE AIRPORT the other day I was looking at the display of pocket books and attempting to choose one, believe it or not, from what was on the *back* cover. I was intrigued by a blurb on a book entitled *Man's Emerging Mind*, written, it said, because the author wanted to discover for his own satisfaction, "... where we came from, where we are going, and why we are traveling at all."

It strikes me that this is a useful approach to use in our concerns with the NAEB.

For this audience it is superfluous to dwell on where we came from. It is sufficient to remind you that the NAEB had its beginnings in the early twenties when a little group of educational radio station managers formed the Association of College and University Broadcasting Stations, seeking recognition of the needs of *educational* stations and adequate provision for their services within the broadcast band. Under the leadership of NAEB (the name subsequently adopted) education has fought to reserve portions of the band for its exclusive use, unsuccessfully in AM, successfully in FM and TV.

The year 1949 marked the beginning of a new era in which support was provided by foundations.

Our lasting gratitude goes to the Rockefeller Foundation for the Allerton Seminars, the FAE for the Adult Education Project, the Ford Foundation for support of research and a variety of services, and to the Kellogg Foundation for continuing support of the Headquarters operation and initial support of the radio tape network. Subsequently, we included in our membership TV stations and production centers as well as individual members, industrial associates, and other categories.

That, very briefly, is the answer to "where we came from"—a little band of pioneers who organized in the early days of radio to promote the use of the air waves for education, who struggled against odds through many lean years to bring the NAEB to its present recognized position of leadership in the field of educational broadcasting.

What is NAEB? Here again, I need only remind you. NAEB is a threefold organization:

1. *A trade association*, providing 250 educational radio and TV stations and production centers with a variety of services: legal and management relations counsel, job placement, information and research data, and various publications.

2. *A professional association*, composed of individuals promoting educational broadcasting. In seeking to increase the stature and skills of such individuals, NAEB conducts seminars and conferences; it sponsors workshops and summer

session courses and grants scholarships. It also publishes a professional journal.

3. *A tape network*, providing quality programming each week to 109 member radio stations, distributing a variety of superior program fare acquired from member stations and other sources at home and abroad. It also distributes distinguished radio series produced by its members under grants-in-aid supplied by the NETRC. Now entirely self-supporting through its membership fees and mutual assistance, its total value including contributed services is estimated at \$150,000 annually.

Obviously, then, NAEB is an omnibus organization, a composite of members and of functions.

Where are we going? Forward! But not, I think, without some rather major and, to some, drastic changes — of which I will speak later.

If NAEB is to move forward in its traditional threefold function, what are the needs?

As for the *network*, it must be constantly improved by upgrading of programs and improvement of their technical quality. We ought, as a network, to be producing some prestige programs for the network rather than merely accepting contributions. We should also be giving direction to our member-station producers with the aim of developing better balance in our network offerings. We should increase the flow of materials in both directions with foreign countries.

As a *trade organization* we need to provide more useful practical aid to the stations, production centers, and closed-circuit setups — such as procedural handbooks, layouts, equipment lists, sample budgets, and various how-to-do-it reports. We need digests of technical information, and a library of ready reference materials.

But it is as a *professional association* that I believe the NAEB should have its fullest development — making an all-out effort to increase the professional status of the people in educational broadcasting. Not only do these people need professional training, but they need a true professional association which will establish standards for their profession and with which they can identify as their logical professional home.

In this direction, NAEB during the past ten years has had some thirty-two conferences, seminars, and workshops in programing, production, engineering, research, and utilization — to improve the status and competence of individuals in the field. Over fifteen hundred of our members have benefited from such opportunities.

NAEB has absorbed into membership the AERT and changed its constitution so as to take in the closed-circuit TV people. We recognize that the success of educational radio and television broadcasting depends largely upon the constant upgrading of its practitioners. Our hope for excellence in education results of broadcasting rests largely upon the quality

and dedication of the personnel involved.

How do we develop a body of real professionals?

1. By continuing to upgrade competence through conduct of seminars, workshops, scholarships.

2. By developing the *NAEB Journal* into a genuine professional magazine of high scholarly merit.

3. By setting up qualifications and standards for the profession.

4. By developing in people who have chosen this career field an awareness of the value of being part of a professional group, and by meeting their needs for growth and development, and lending them stature and status.

We have the considerable beginnings of a specialized group of experts on the new media who are engaged in learning how the instruments of communication can be best used to serve the public interest. We have the beginnings, but progress in this direction should be speeded up if we are to meet the needs of the hour.

In my view, a full-scale drive for development of a true profession of educational broadcast-practitioners is the most important function NAEB can fulfill.

Are we making progress now to advance these three areas of activity? Indeed we are! The Professional Advancement Committee, building upon the long-time crusading of Vernon Bronson, is actively at work in preparing a set of standards for membership which will be presented at the next convention. And, meanwhile, Raymond Hurlbert's Membership Committee

has, within a year, raised the roster of individual members from some 200 to nearly 500. [Ed. Note — As we go to press, 549].

The Radio Planning Committee and the Closed-Circuit TV Committee have conducted two highly successful seminars, and the TV Planning Committee a very significant Washington conference on the feasibility of live interconnected state and regional networks. In research, the NAEB has another USOE project under Title VII with Dr. McLuhan — and, through a grant from the Hill Foundation, is exploring, under the supervision of Dr. John Schwarzwald, a possible plan for a six-state Midwest TV network.

The International Relations Committee, under the chairmanship of Keith Engar, has made important advances in arranging for two-way exchange of radio programs and the increased involvement of NAEB in international broadcasting activities.

All of these efforts, and many more I could detail, are important and worthwhile. However, they are, and I believe will *remain*, merely modest steps in terms of the magnitude of the needs and the potentials which are still unrealized for NAEB.

IF WE ARE to make significant forward progress, I believe, three major steps are prerequisite.

1. The NAEB administrative structure needs to be streamlined

and modernized so that the chief executive is a full-time administrator with full authority to make on-the-spot decisions in accordance with policy as approved by the Board. This would give the Association maneuverability as well as continuity of leadership and direction. The proposed amendment is designed to provide more effective administration, while still preserving the vital values of the democratic process.

2. NAEB should shift its Headquarters to Washington, D. C. If NAEB is to compete successfully for prestige and support; if it is to become genuinely recognized and accepted by leaders in government, business, and education; if it is to effectively influence national policy and decision in matters affecting educational broadcasting — it cannot remain in a Midwest basement. It must emerge from its provincial obscurity and find a place within the main stream of communications and in proximity to the places where the nation's major decision-making goes on.

Although such a move would substantially increase costs, I am confident that the establishment of a Washington Headquarters would ultimately bring in support which would far offset the added expenditure. And the benefits would be enormous!

First off, we would be in a position where we could get to people and people could get to us. We would be conveniently located for

consultation and cooperation with scholars and administrators in the hundreds of educational associations and learned societies which make Washington their headquarters; we could much more effectively coordinate our activities with those organizations active in our own field (JCET, DAVI, ACE, NETRC); we would be in a better position for liaison with Congress and for representing educational broadcasting in relation to work of Federal agencies. Our servicing of contracts with the U. S. Office of Education would be greatly facilitated by being physically on hand; cooperative activities with the OWI, USI, other official groups, and foreign consulates would be greatly aided. As a base for a national information, publicity, and public relations program in the cause of educational broadcasting, the nation's capital has obvious advantages.

And consider the program production possibilities for the tape Network! At long last we might realize the Laswellian dream of providing America with a *clarifying* service for public issues. With Washington as a program source, the Network would be in a position to provide on tape a semidocumentary reporting service that would be unique in broadcasting — a continuing digest of Congressional debate and hearings, together with accounts of activities of the Supreme Court and Federal administrative agencies. This could be supplemented by reports of doings of the major agricultural, union,

and professional organizations which are a part of what Lasswell terms, "the enormously complex consent-developing process in American political life." Such a service, with the addition of research reports and scholarly findings, made concise and comprehensible, would provide NAEB Network stations with a program service of immense distinction and vital importance.

If, moreover, such a Headquarters were to become the southern leg of the New England live interconnected radio network being organized by Hartford Gunn and if, ultimately, it might become keyed into a national interconnected network for the transmission of daily "clarifier" programs, it would provide an alternate service in the field of public affairs of such value as to be the most significant contribution to our society of any activity in which the Association has been engaged.

A move to Washington will not be easy and it cannot and will not be done without the most careful study and calculation. But ultimately, if not immediately, it must come. Let us not dwell overly on the difficulty of such an accomplishment for fear of being judged middle-aged — i. e., one who begins to be not so much concerned with the greener grass on the other side, but more with how high the fence is.

3. The final major step has two parts and involves taking a good hard look at ourselves and at the surrounding terrain. First, we must

make an agonizing reappraisal of our present activities and services. I say agonizing, for it is always hard to surrender anything that is firmly entrenched. But with both individual and institutional members, with AM, FM, and TV stations and production centers, with professional and service responsibilities, plus the operational obligation of running a national network, NAEB is hard put with a limited staff and resources to effectively meet the needs of all its constituency.

Some say, therefore, that NAEB tries to be all things to all men and, consequently, fails to do anything well for anyone.

In some ways it has been almost *too* responsive to the requests of members, adding new services when requested and failing to phase them out when their original financial support has ended. And there has been a tendency to merely pile added loads upon already over-obligated personnel when the loss of underwriting has reduced the staff. It is an understandable and laudable desire to try to maintain all the services previously performed, but this is sentimental rather than practical.

In an era of reduced outside aid and growing dependence upon self-support to fulfill basic services, we need to carefully scrutinize our present activities with a view to improving the quality of those which are appropriate and vital, and eliminating those which are not essential or which might better be done by other agencies.

And this must be done even though outside grants, which we shall continue to seek, are not in all cases forthcoming. For NAEB should establish an appropriate core of activities which remains a continuing basic service without relation to the addition or subtraction of outside support.

The history of foundation support for NAEB includes aid from Rockefeller for the Allerton House Radio Seminars; from Kellogg to set up the Headquarters operation and establish the tape radio Network; from the Fund for Adult Education, created by the Ford Foundation, which provided one-half million dollars for radio programming and later greatly aided the exploding ETV movement in its early development; subsequently the Ford Foundation itself provided modest support for a variety of NAEB consultative and research projects.

From this it is clear that while the activities have been many the sources of support have been few. Perhaps it is because these foundations have been so generous that we have tended to look principally in one direction for our outside support. However, there are dangers in developing dependency upon a single source of supply and now, with the latest Kellogg grant to provide continuing support for the next three years for basic operation, we should embark on a vigorous program of securing funds from a wide variety of sources. With the grants from the U. S. Office of Education and the Hill Foundation, we have begun a program of

finding new methods of fund procurement as a means of achieving a diversified base of support.

Now, if you say to me, "Fine! But how do you do it?" I'll repeat the words of Keith Engar's friend who said, "I told the Navy back in 1934 how to build the atomic bomb, but they wanted details."

FINALLY, we must consider NAEB in relation to other organizations in the field and its integration into the total national activity in the use of new media for education.

Over the years NAEB has worked cooperatively with various organizations involved in educational broadcasting and always has been agreeable to discussing with them questions of overlapping objectives and activities with a view to accomplishing economy of effort and unity of purpose.

Recent developments including the emergence of new organizations, the re-structuring of old ones, and new broadcasting practices make it imperative that the several groups and interests involved in educational broadcasting re-evaluate their functions and purposes in the context of the total movement. NAEB must conduct a critical self-examination to realistically reassess its own role in terms of developments which have occurred and the urgent need to unify and strengthen an effective program of educational broadcasting for the nation.

Now this is going to be hard — very hard — to do. First because we all have a considerable capacity for avoiding the unpalatable truth about ourselves and our causes; second, because our natural talent for self-deception prevents us from thinking clearly about what we are like and what others are like. As Bertrand Russell expressed it: "The human race is divided into groups of fanatics, each group firmly persuaded that its own brand of nonsense is sacred truth and the other side's damn nonsense."

And, I suppose it reveals my own emotionalism to give in to the temptation to quote another Russell statement that seems to me relevant to the current situation: "The bath water is being warmed up so gradually and steadily that one finds it hard to know when to scream."

In this situation our Association needs to act with real maturity, working for a skillful balance between dependence and independence and determining when to go it alone and when to work with others.

It would be much easier for me, of course, to have followed the old precept of educational administration: Dodge some issues in a straightforward manner. But it is not the responsible role of an association's president to merely feed its members tranquilizers or pep pills. Nor to offer reasons for doing nothing, since standing still in these days of fast movement is

tantamount to sliding back. I am obligated to say bluntly that NAEB is at a critical crossroad in determining its future course, not — I hasten to reassure you — its survival, but in its emphasis and the consequent impact it will have in the years ahead.

In this connection I should like to quote Edgar Dale: "We should not let our standards of excellence be obscured by our present inability to achieve these ideals. If we are clear as to what we want and need, we are much more likely to get it."

Will we make these goals big enough? Will we lift our sights beyond the immediate horizon?

I had the pleasure, this year, of attending the Seventh Conference of the U. S. National Commission for UNESCO in which NAEB is represented. I came away with a feeling that here is one of the most important affiliations we have. We are active in the European Broadcasting Union, the International University of the Air, UNESCO's International Music Council, and other international groups.

Our Executive Director is chairman of the Mass Communications Committee of the United States National Commission, as well as a member of the program committee, and is constantly consulted by the Mass Media Staff of the Paris UNESCO office.

All these involvements contributed to the need for recognition and reorientation of our growing international role.

Two years ago, under the stimulus of foreign scholars in attendance at the Boston University seminar on broadcasting, Harry Skornia raised the question as to whether the time was not nearly upon us to consider the NAEB's becoming the IAEB or International Association of Educational Broadcasters.

We want to promote the free flow of ideas and standards in educational broadcasting as much and as widely as possible. As we move into the international area, we feel we will have the support of the various official and unofficial United States agencies with which we will need to check our steps carefully. But I believe we should proceed as quickly as possible to try to meet this need. Several foreign broadcast systems as well as individuals have written, asking how they "can become members of the NAEB." So far we have had to put most of the organizations off, or when the pressure became intense, relegate them to non-voting affiliate or individual status.

You may be interested to know that already, in spite of our absence of promotion or readiness to move into the international area in this way, we have twelve individual and five affiliate memberships outside the U. S. A. Recent interest in the NAEB from many nations—in Africa, Australia, New Zealand, Asia, and Latin America, as well as Canada and Europe—causes us to realize that we are unique in the world as well as in the United

States in our efforts to develop to their highest the uses of all types of broadcasting for educational purposes.

In the case of *individuals* as opposed to *organizations*, we are prepared now to accept applications from abroad — just as we already distribute NAEB Network programs to many nations around the globe. Including distribution through the United States Information Agency, NAEB programs, most of which are produced by our members, are now being heard in some forty-three nations of the world, plus receiving wide use in USIA information centers in such vital areas as Africa, Indonesia, and the Far East.

Our example, and the idea of educational institutions operating their own stations, is catching on in many nations. We are discussing possible cooperative arrangements with Canadian educators while in Toronto. In Britain the universities, particularly, are being urged to move in this direction. And in many other nations, such variations of noncommercial stations as we represent and include in our membership are proving to be possible within the framework of their national systems.

We are gratified to find our example contagious. And we must meet the need for leadership in this important area. We believe this to be in the interest of education

everywhere, as well as in the national interest, and we should move forward with plans to assume a broadened international role.

Finally, just to round out the outline, we come to the final topic question: *Why are we traveling at all?*

This is, I trust, a rhetorical question, since NAEB is devoted to serving education, and presumably education — like God, mother love, and the Hereafter — everybody is for. I would like, though, to tie our justification for traveling more specifically to educational broadcasting by paraphrasing a quotation of Michael Armine. We shall not know the potentials of man himself until everyone who wants an education is given a chance to get it. Radio and television — which offer the means of bringing more learning to more people in less time than anything yet devised — may well provide that chance for all. It seems to me that such a goal is worth traveling toward.

Now, I know well that there is nothing so boring as the last forty-five minutes of a good fifteen minute speech, so I'll stop right now. But not before I express my heartfelt appreciation for the opportunity this office has given me for personal and professional growth and development and for the high privilege I have enjoyed of serving you and the cause of educational broadcasting as President of the National Association of Educational Broadcasters.

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